the Cannon
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Cheating Never Pays

by Vera Kan CIV 979 and Teresa Huang GEO 979

Cheating is an furtive activity that a few students undertake to help them pass tests, meet deadlines and get the marks to keep from failing out. Interestingly, many are successful at eluding discovery and graduate without being caught. However, three fourth-year U of T engineers have been caught at cheating this year.

In a fourth year ECE class, one student completed and passed out his assignment to two classmates. These two proceeded to copy his assignment as their own and handed it in to be marked. As there were three identical algorithms handed in (apparently these were computer programming assignments) the situation was quickly discovered.

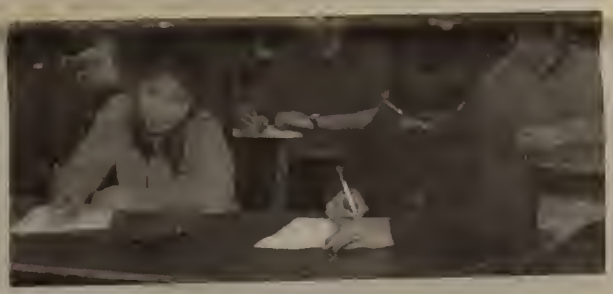
The two students confessed to copying the assignments, while the first student conceded that he had given out his assignment knowing that the other two would copy it as their own. Sanctions were placed on all three. All (including the one who gave out his assignment) were given a mark of 0 on this assignment worth 10% of the final mark, in addition to other deduction of marks. A permanent record of these sanctions was made on their transcripts (which may be seen by potential employers and graduate schools.) As a result, delaying graduation was made necessary for some of these students.

In an interview with Professor Safwat Zaky, chair of the Department of Electrical and Computer Engineering, he stated, "We take cheating very seriously. We do our best to prevent it from happening. Students that we catch will be sanctioned according to the academic code. The Dean supports the sanctioning." Professor Zaky confirmed that it was perfectly acceptable and even encouraged, for students to discuss assignments together, to come up with ideas or other forms of working together. Such students would complete their assignments independently, so that no assignment is exactly identical to another. Cheating evades the process of independent thought. "Discussing the assignment is one thing, but it is quite another thing to just copy the answers straight out."

The issue of heavy workloads was raised to the Chair who noted that course curriculum are reviewed periodically for heavy work loads and level of difficulty. As most students can and do complete their assignments independently, it shows that the work is indeed do-able and leaves cheaters with little excuse. University is a place to encourage high standards for academic performance, it would be unreasonable to use the degree of difficulty in assignments as a justification for cheating. Finally, he expressed that "we acknowledge that the workload may be heavy sometimes, but that is no excuse for cheating."

It should be noted that there is a committee made up both faculty staff and students who review academic issues, including instances of cheating. Students on this committee were upset with the knowledge that many cheaters are not caught, and were calling to increase the penalties levied against those caught cheating. At present, most sanctions are listed in the academic code. In past years, other students have been caught at cheating and have been punished for it. At least two graduations were delayed as a result in the past year.

As can be seen, cheating does not pay! If you are caught, the penalties of lost marks, expulsion and permanent records visible to potential employers are great. And if you are not caught, the penalty is even greater—you will not have learned what you need to know, and lack of knowledge is a impediment to any engineering career, and of course, the loss of scientific and personal integrity, which is worth much more than a mere increase of marks.



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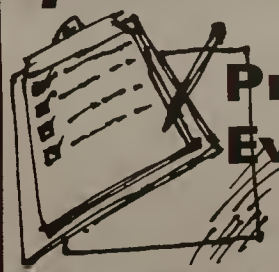

by Paul Westergaard ELEC 979

Over the last two months, the class faculty representatives have been collecting comments from students regarding the level of instruction in each of their courses. In an effort to create an Engineering version of the Arts and Science Anti-Calendar, the EFCR (Engineering Faculty Council Representatives) committee has compiled these results into the comments you will find inside. These comments will be found alphabetically by course code.

Along side some of the comments, you will find a chart of numerical survey data corresponding to each course. These charts are the results of the white Course/Instructor Evaluation Forms that the students filled out in December. Only those professors who have consented to release their results have charts in this issue. More is mentioned on this topic inside.

Finally, because a few of the faculty representatives didn't compile their class' comments, some classes were missed. If you have any questions or comments regarding these evaluations, you can leave a note in the EFCR box in the Engineering Society office.

the Cannon
AN OUTLOOK PUBLICATION AT THE UNIVERSITY OF TORONTO ENGINEERING SOCIETY

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PLEASE NOTE
THE CANNON is a medium through which undergraduate engineering students can express their opinions. The views expressed herein are those of the author and do not necessarily represent those of the editors or the Engineering Society unless so indicated.

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Editorials

Hey there! Upcoming Cannon dates appear on page 22.

The Land of Injemnar

by Karen Virk ELEC 979

Once upon a time, there was a far away land, where there existed a people of great passion and the unrivaled ability to prove by mathematical induction. This society, known as Injemnars, were reknowned for their prowness with theorems and their remarkable ingenuity. All in all, Injemnars got along fine with one another, but they rarely ventured beyond their lovely city of civil wonders. Very rarely was there an obvious dispute among them. From the outside, their society was a utopia, a virtual paragon of good virtue, and their discipline and kind-heartedness legendary.

Among the Injemnars, there lived a young man of noble character named Elemnon. Elemnon was the typical Injemnar. He had a sharp mind, a virtuous heart and an adaptable disposition. He was perpetually in a state of awe at the superior government and society of the Injemnars. He felt that his government was a great example of democratic and social justice and wore a feeling of pride at being a part of such a great society.

After his 20th birthday, Elemnon decided that since his society had given so much to him, he wanted to give something back. He decided to take the long trek to Mount Injem to beg the governing body to let him help make his wonderful land even better. After 7 days and 7 nights of traveling, he finally reached the doors of the mighty castle on Mount Injem. He was let in to plead his case. He sat in front of the great leader and passionately told of his love for Injemnar and his willingness to give all that he could to ensure that it always remained a great and prosperous society. The leaders solemnly considered his plea and left to discuss among themselves the nobleness of Elemnon's character and whether he would make a worty Injemnar Junior Leader.

After what seemed like days, he was told that he would be allowed to help. He jumped up and down in delight and promised to never let his people down. He was immediately put to work in a small room to start his handling of Injemnar affairs. For an eternity, all he did was work, eat and sleep, never wavering in his belief that he was doing the right thing. It came to pass that he knew all there was to know about the state of Injemnar and nothing could be done right unless it was done by him.

Thirty years passed and Elemnon continued to work, seeing no one but a withered old man who came to give him food and more projects to be completed. One day he decided that in all the time he had been here he had never stopped to see the grounds of this great castle. So, thirty years after he first stepped into his suite of rooms, he stepped out to see where he lived. Lo and behold, his was the only rooms in the castle other than the grand meeting chamber. He gasped in astonishment. But this can't be, he thought. Where are my hordes of workers that make this wonderful government and provide for all Injemnar? He saw in the distance the robes of the Leaders of Injemnar and they were all laughing and playing and frolicking in the beautiful sunshine. He walked over to them and asked them, "What are you all doing? Where are tbe people who run Injemnar?" They all gave him a strange glance.

"But surely by now you understand the Injemnar way, Elemnon." He gave them a blank look. "We are here to find someone to do the job and keep Injemnar prosperous. Once he can no longer do so, we are to find someone else to take his place. That is the extent of our jobs. You are the one who keeps Injemnar prosperous." Elemnon gave them a horrified glance.

"You mean that all along, I was the only one working in the castle?"

"Of course. A true Injemnar has no need to work. He need only be able to find someone who will."

Elemnon considered this for a while, smiled his thanks and made his way back to his suite of rooms. After looking at the vast amount of papers on his desk and considering how long it would take for someone else to learn it all, he went back to work.

LETTER TO THE EDITOR

Attack Society, Not The Child

Re: "Defeating the Lowest Common Denominator"

"The victim was the criminal". Let's see, the victim participated in a beauty pageant that prized pre-pubescent children dressing like adults. And that makes her a criminal? For one thing, that girl was 6 years old. If society believes tbat a 6 year old child should participate in such a revolting pageant then who's the pervert? Society; and her parents for consenting to such an exploitive event.

The author mentions his concern with what the girl represented and her influence on society. A 6 year old girl having influence on society?!? So she wakes up in the morning and says, "Gee, I want to go to a beauty pageant and dress like a woman 5 times my age to fulfill the pedophilic urges of modern society"? More like society was influencing her. More like her parents were influencing her, or at the very least consenting and showing poor judgment. How can she at all be responsible for that? In the eyes of society, a child is incapable of making decisions as to their well-being: that's why our teachers made our parents sign permission slips.

In defense of the author he did make one good albeit contradictory statement that "we've [society has] stooped so low ... we still manage to reduce an innocent child to such ... a piece of meat". Great. My sentiments exactly, if only the rest of the article agreed with this. A great example of the contradictory nature of the article is when the author says "Names and faces are not important; what she stood for is". So the victim is considered to be a non-human embodiment of society's perversion! The human girl represents a non-human perverted, pedophilic idea! The author reduces her to be an inanimate idea, a piece of meat so to speak. I understand the authors hatred of the idea—so instead support the assassination of society's attitude, not the murder of a girl who was exploited by it.

A similar sort of reasoning is being used by people who oppose the recent court judgment that women may walk topless in the same manner as men. The opponents of this "equal" legislation, say that would induce men to pay undue attention to the females and perhaps assault them. Then tell me what is the problem: is it the woman who wished to remove her top—an action which causes no harm to anyone, and may be in her interests or is the problem that the men are violating a woman? Who's violating who? The violated is the criminal. If he can't vent his urges through some other means then how is that the fault of the woman?

The author tben goes on to say tbat he supports the justice system and tbat the murderer should be punished. What a glorious society this attitude would create: a society of people who in their meekness and inability to assault the problem, let hitmen assault the victims of society's perversion. I hope what motivated the author's editorial was the revulsion he had from seeing the girl reduced to a "piece of meat" by society. But supporting the murder of the victim will hardly change the problem which is society. I only hope that the rest of the article was some gross typo or at least misread on my part.

Nebu John Mathai
U of T Engineer 979

Editor's Response

Dear Nebu,

In your response to January's editorial, "Defeating the lowest common denominator", you make several valid points. However in my defense, I would like to clarify the main point of the article.

While it is true that we all are influenced by society, we are also participating in its ongoing creation. Yes, the little girl was not directly responsible for participating in the pageant and yes, it is the fault of the parents which chose her career path which thusly invited this tragedy. However, I am not trying to argue that point; I agree that the current social conditions have led to the creation of such pre-pubescent showgirls.

The point I am trying to argue is that of equality: it is an issue of morality versus society. If a society considers such girls to be considered normal, has our morality been thrown out the window? Have we forfeited our decision to decide what is right and what is wrong? Have we left our individuality to be decided by the masses?

As members of society, we are subject to a constant barrage of moral dilemmas. It is our duty to decide what is right and what is wrong and respond accordingly. While the actions of the murderer were unjust, I liked what he had to say; I just didn't like the way he said it. I hope this clears things up a bit.

Albert Lee, Editor
COMP 979

Opinions

Keep Terry Johnston!

by Phil Ferguson ENG SCI 979

I just got back from the Engineering Society meeting, and I thought I should let everyone know about a very important motion that was passed that affects EVERY ENGINEER and the University of Toronto.

As you may or may not know, there has been great discussion lately over the effectiveness of Terry Johnston's services he offers us engineers from the Career Centre. For those who don't know, the engineers of U of T as a whole fork over $80,000.00 a year (that's extra money put on top of our student fees) to pay for Terry to go to the industries and find job prospects for engineers alone. Please keep in mind that Terry is NOT being paid $80,000.00 a year; most of that money goes towards office space and the assistant that works with Terry.

In any case, many people (engineers) feel that the job that Terry is doing is inadequate to our needs and something needs to be changed. In the meeting held on January 28th, this was discussed further (and actually it got quite heated). We voted on whether or not a referendum should be held to determine whether Terry's position should be terminated come August 1997 when his three-year contract comes up for renewal. The vote was a near landslide in favour of having a referendum, so, in the near future, one will be held.

I voted against having a referendum (I was one of only about 5 people who voted against it), because I don't feel that the general population of engineers at U of T are properly informed of what it is that Terry actually does for us and how valuable he is to us. I'm afraid that many people will think, "Hey, I went to the Career Centre once and didn't get a job from it, so this guy SUCKS ... AXE HIM!" In other words, I don't want people to make a decision out of haste. This is why I thought the Engineering Society would better be able to make a more informed decision because we have heard all sides of the story including Terry's side numerous times.

Anyway, the decision has been made so there's nothing I can do about it now except trying my best to convey to everyone how valuable Terry is to us. If it wasn't for Terry, we wouldn't have the Engineering Career Fair every year that proves to be invaluable to most of the students who go, providing they take a little initiative. If it wasn't for Terry, we also wouldn't have the over 600 job postings each year that Terry goes out and finds for us.

I guess what I'm trying to say is that no one will be able to simply "give" anyone a job, and we shouldn't expect a person in Terry's position to be able to do such a thing. I think we are incredibly lucky to have such a dedicated person on our side and when the time comes to make a decision on Terry's fate, we should keep all these things in mind.

Student Professional Awareness Conference (SPAC)

The student branches of IEEE across Canada are holding half-day conference which focuses on the bright future of engineering students. In the past, SPAC conferences have attracted top executives from industry leaders such as IBM, Nortel and BNR.

Topic:	Exploring The Possibilities Of A Career In Engineering
Date:	Saturday, February 15, 1997
Between:	12:00pm - 5:00pm
Place:	University of Toronto Sanford Fleming Building, Room 1105
Price:	- Free admission for the first 100 students - Free admission for IEEE members - $2 in advance for every non-member beyond the first 100

For more information: - Visit our web page http://www.ecf.toronto.edu/~ieee
- Phone us at (416) 978-1755

LUNCH AND REFRESHMENTS WILL BE SERVED! Pick up tickets now in advance in the IEEE office located in SF B540 between 12:00 pm - 1:00pm on weekdays.

Student Employment Survey Results

by Tanya M. Lindsay CHEM 976+PEY

Last April, 589 engineering students took part in an employment survey. The purpose of this survey was to determine the number of students that get their jobs through the Career Centre and, more specifically, the number of jobs that could be attributed to the efforts of the Engineering Liaison Office, headed by Terry Johnston.

Every year, engineering students pay $32 to fund the Office whose function is to market engineering students to industry. This fee may seem small on an individual basis, but collectively it amounts to $84,000. Engineers also pay another $30 for regular services at the Career Centre which include the job postings, résumé clinics, a general career fair, and other seminars.

The distribution of students who got their jobs through the Career Centre is as follows:

- 11 out of 105 (10.5%) 4th year students
- 6 out of 212 (2.8 %) 3rd year students
- 1 out of 272 (0.4%) 2nd year students

(1st year students were not included in the survey)

Extrapolating these results to the general student body gives:

- 61 jobs for 4th year students
- 18 jobs for 3rd year students
- 2 jobs for 2nd year students

According to the Engineering Liaison 94/95 Annual Report (95/96 was not yet available), the Office was responsible for 444 out of 1021 engineering positions posted in the Career Centre. These 444 positions were distributed between summer/part-time positions (33%), full time positions for graduating students (62%), and full time positions for graduated students (not included in the survey). Using these figures, the number of jobs that could be attributed to the efforts of the Engineering Liaison Office are:

- 38 for 4th year students
- 6 for 3rd year students
- 1 for 2nd year students

The bottom line is that engineering students are paying $84,000 for 45 jobs, or $1,900 per job.

The three year contract of the Engineering Liaison Office is up for renewal this March. Your have the option of either renewing the contract for another three years or diverting your funds for a new office to be located within Engineering. This office's mandate will be to use untapped resources within the Faculty, such as Alumni and Professors, to connect engineering students with industry.

Clearing Up the Issues

by Franny Jewett CIV 977
and Lucy Pegoraro INDY 978

The Engineering Society Full Council met on January 28th. One of the topics we discussed was the Career Centre referendum issue. For those of you who don't know, this is in regards to the Engineering Liaison Office. All engineering students give $32 (totalling $84,000) on top of their regular career center fees, which pays for the Engineering Liaison Office. This fee covers two employee salaries, office space and supplies. At the Full Council Meeting, the motion about this issue was as follows: *Be it resolved that the decision to renew the Engineering Liaison Office be made by the general student body through referendum.* The issue was not about continuing or discontinuing the office, but about how to make that decision (either the full council decides or every student decides through referendum). If the Full Council had voted to decide themselves, the decision about whether to continue the position or not would have been made at the next Full Council meeting (March 28th). However, after extensive discussion and debate, the final decision (by a clear majority) was to have the full student body decide on the fate of this position.

Currently, the Engineering Liaison Office's job description is to market engineers to industry — not find us jobs. The result is that they may indirectly draw job postings to the University of Toronto, but "finding jobs" is not the priority. In other words, they let industry know that U of T Engineers are leaders in their field, and would be an asset to any organization. The employees of this office have fulfilled their job description, but that is not the issue. The issue is whether or not this office is an effective way to find employment for engineering students. When this office established in 1985, marketing was deemed an effective means to accomplish this goal. Industry has changed, and with it, we must change. According to Tanya Lindsay's survey (see article below), each job posting which the Engineering Employment Liaison Office draws (on top of the job postings which come from external sources) to U of T costs us $141.67.

We wish to remind you of one important fact. Every student at U of T pays a fee to the Career Centre. For this reason, we all get the base service which you are all familiar with. It includes job postings, résumé and cover letter critiques, job search seminars, etc. If the students vote to cancel the Engineering Employment Liaison Office, the only service that would be lost is the "marketing" of U of T Engineers. The Career Fair, as we stated in the Full Council meeting, would be taken over by another individual.

We are in the process of developing a new position that will be more parallel with what students need. We (along with Tanya Lindsay) have done extensive research including getting feedback from students, advice from professionals in the industry, and liaising extensively with the Faculty. We hope to have a recommendation for a new, more effective position before the referendum. It is our duty to the students to keep informed of all the issues.

The decision has not been made. Keep informed. It is up to YOU! If you wish to be involved with this issue, email us (*engsoc@ecf.utoronto.ca*).

Skule™ News

PLATFORM

The Proud and Progressive Hat

Lucy Pegoraro

Engineering at the University of Toronto has a proud tradition, of which today's students want to be a part, says this Engineering Student Society executive. But that doesn't mean traditions aren't evolving, as students work to respond to society's changing expectations.

"To be ignorant of one's ignorance is the curse of the ignorant." Amos Alcott

With the University of Toronto engineering faculty's strong, prominent history, I am proud that I am a student at one of the best engineering institutions in North America. The cultural and ethnic diversity within the faculty enables students from different backgrounds to interact and communicate with each other—which makes the U of T experience unique. Also, the number of women enrolling and graduating from engineering at U of T has increased significantly; the chemical engineering class of 1997 will be the first engineering class in Canada to graduate with over 50% women. These factors contribute to the diverse education that engineering students at this institution receive, and are reflected in financial support from alumni—people who are obviously content with and proud of their educational experience in engineering at U of T.

I am frustrated that some people in industry and business still perceive engineering students as boorish, egotistical and artistically illiterate people who live segregated from the rest of the community. This ignorance is detrimental to society. The engineering faculty at U of T promotes and funds several opportunities that encourage students to detive more than the essential technical skills from our university expetience. The faculty also actively seeks to move engineering education into such new areas of knowledge as cnttepreneurship, economics, and preventive engineering and social development, to reflect the evolving needs of society and the community. The faculty's "empowerment" style of leadership has enabled students to undertake and help administer this change.

The Univetsity of Toronto's abundant tradition is more apparent in the engineering faculty than in any other faculty within the university. Engineering students have kept abreast of this tradition and are known around campus for out yellow hatd hats, which may appear boorish and outdated to some, but whose symbolic nature is much more profound. Engineers are involved in designing and implementing projects or processes. This sets us apart from every othet "academic discipline." We visit sites and plants, and communicate with many different people working on various tasks, to ensure that the rasks are completed correctly and efficiently. The hatd hat symbolizes this "hands on" work that engineers must do. We take pride in our hatd hats, realizing that they build camaraderie among the students and pride in our profession.

The engineering faculty is known to have friendly tivalries with other faculties within the university. However, these are *friendly* rivalries. The older generation must have faith in today's younger minds. We wete accepted into university not only because of our academic achievements, but also because we have the maturity to know tight from wrong. Thetefore, while an engineering student may say the odd chant, relations between all groups around the university ate positive. The chants are not meant literally.

Engineering students also have a ctea-tive side that is rarely seen outside of the faculty. Many of thcm studied a musical instrument during childhood, and a few of them continue to pursue their musical niche throughout their university careers. They are involved in stage bands, choral groups, drama troupes and art clubs within the university. The artistic talent that exists in engineering is phenomenal. I know of a few engineering students who have seriously considered pursuing something in an attistic domain when they graduate because of their passion fot it. As future engineers who have attistic sides, these students' careers will surely encompass the human aspect of engineering and design—something to which all engineers can aspitc.

U of T engineering students have also realized that to get the greatest benefit from the university experience and to enhance our technical proficiencies further once we graduate, extracurricular involvement is crucial. The students have initiated several types of projects with the financial support of the faculty and the alumni. These activities have added to our growth—academically, and as leaders and individuals. The projects include student conferences, national and intetnational competitions, high school liaison programs to promote engineering, communication courses for engineering undergraduate students, employment seminars, charity events, leadership forums, summer job surveys, industry speakers, and women in engineering events. The dynamic nature of engineering students is evident in the outstanding projects that the student body has undertaken.

The engineering profession is evolving and becoming more dynamic as a result of society's changing needs. The Faculty of Applied Science and Engineering at the University of Toronto and the student body are aware of this, and are working together to change and evolve. Howevet, we are not resting on our laurels. The journey does not have an end; we will *always* continue to progress. ◆

Lucy Pegoraro is vice president external, Engineering Student Society, University of Toronto, and a third-year industrial engineering student.

Platform is a forum fot opinion on current engineering issues. Ideas expressed do not necessatily reflect PEO opinion or policy, nor does the association assume tesponsibility for the opinions expressed.

VP External Now VP Internal of CFES

by Julian Dunn COMP 0T0

An Engineering Society Executive council member has been elected to a prestigious spot on the council of the Canadian Federation of Engineering Students (CFES).

Lucy Pegoraro, currently VP External of Eng Soc, was elected as VP Ontario/VP Internal of the CFES during the recent Canadian Congress of Engineering Societies, an event hosted by the CFES. The CFES is a governing body for 40,000 engineering students nationwide, and its mandate is fourfold:

- to organize communication links between schools;
- to publish a variety of electronic and Internet material;
- to publish and distribute, three times a year, Project magazine, a bulletin for engineering students;
- to organize the Canadian Congress of Engineering Societies (CCES), a periodic meeting between all member schools.

Lucy will have two main jobs: as VP Ontario, she will be responsible for maintaining communication between member schools, while as VP Internal, she will coordinate information interchange between the different branches of CFES. Fortunately, Lucy has lots of experience in communication: she is currently head of a restructuring committee at ESSCO, the Engineering Students' Society Council of Ontario. This committee is looking at, of all things, how to improve communication between ESSCO members. Lucy says that communication problems hampered ESSCO's effectiveness last year, and that being a member of the committee has helped her to "realize that there are a lot of common issues [between schools] — if we all stuck together, with that amount of power [we] have a lot of clout." Solidarity, she says, is essential in the face of pressing issues such as tuition cuts. "It will be a crucial year for CFES," she says, as they too try to get member schools to unite against those cuts.

CFES also has a crucial role with the Canadian Council of Professional Engineers, which is involved with accreditation of schools. "When they start restructuring our education system, our feedback will have a lot of impact," she says, so giving them fair and informed opinions is essential.

Undoubtedly, this will be a rigorous year for Lucy, as she holds both the VP job at CFES and her position as chair of ESSCO's restructuring committee. Reflecting on her time as VP External of our own Engineering Society, she says it has been very rewarding, and she has been able to meet many people. "It's fun to deal with people who are [illegible]ute about the same things you are, [illegible]d. Finally, she encourages peopl[illegible] to run for her position in the upcoming En[illegible] Soc elections, saying, "extra curricular a[illegible]es are crucial to develop as a pe[illegible] and to develop interpersonal skills."

University of Toronto
Engineering Society
presents
Grad Ball 9t7
saturday march 15
Invitation
Toronto Marriott
Eaton Centre, Grand Ballroom
525 Bay Street
Cocktails 6 pm
Dinner 7 pm
Dancing 9 pm

Skule™ News

What Do You Want From Eng Soc?

by Julian Dunn COMP 0T0

For the first time in many years, if ever, the Engineering Society has begun to assess itself, its popularity with students, and its role in the university and society. Under the somewhat ominous banner of "Internal Assessment", the program aims to ultimately raise interest and participation in Eng Soc.

Primarily, the problem is low participation levels: only about 5% of the 3000 engineering students participate in Eng Soc events, according to President Franny Jewett. Franny is in charge of Internal Assessment, and she cites a number of growing trends which are affecting participation levels. Part of the problem is a change in demographics — an increasing ethnic population, more students who commute, and a large number of students who, in her words, are "here to get an education, [instead of being] here to get an education and experience university life."

Comments received from students in a recent survey conducted in the fall term tended to reflect this. One student suggested that "Eng Soc should be involved in helping students academically, not just socially," while some others suggested Eng Soc should so something with the increasing ethnic population. One student went so far as to lash out against Eng Soc for being a "racist organization, especially against Orientals."

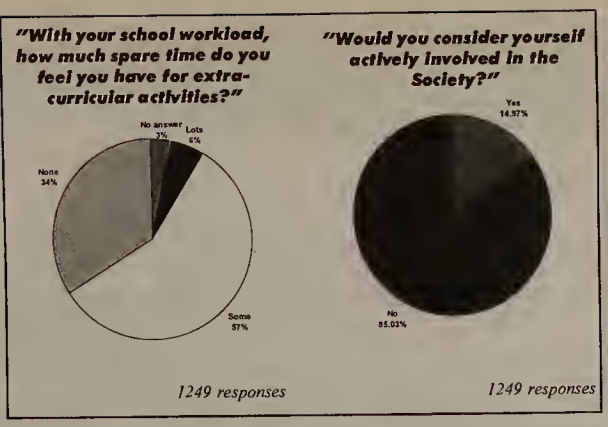
Top Five Things Students Think Is Important In Eng Soc

1. PEY
2. Office Services (Computers,photocopying, etc.)
3. Engineering stores
4. Industry speakers
5. Publications

Clearly, Eng Soc needs to change its image. Franny admits that Eng Soc events, and Eng Soc itself, appeals to a particular type of student: "people who like to go and party [and are] interested in learning skills other than academic [ones]." She agrees that there is a perception that you "can't do anything [in Eng Soc] without knowing someone," or at least it is more comfortable if you know someone. In the fall survey, 509 out of 1249 respondents said that they did not feel comfortable in the Engineering Society office. Adding to the bad image is the fact that Eng Soc's reputation, in her own words, "hit rock bottom" last year — she says that there was so much apathy, in fact, that this year's entire executive council was acclaimed.

The issue now is now whether or not Eng Soc needs to change to meet the growing trends; the question is how Eng Soc should change. To gather input, Franny visited classrooms in the fall and distributed green survey forms, of which about 45% were returned. In addition, she held an "open forum" workshop on January 28, where students could come in and share their ideas for improving the Engineering Society. There was a good turnout of about 40 students, enough to get lots of input.

Ultimately, what Jewett wants to do is to steer Eng Soc towards having a purpose: whether it should be more academically or more socially oriented, how it should fit into growing societal trends, say, the changing job market, and finally, how to orient Eng Soc to appeal to a broader base of students. Having done that, specific events can be coordinated with this in mind. "[We need to] define why we exist and why we *will* exist in the future," she says. Assessing the Society is an arduous task, but done properly, will set a sensible course for future executive councils to take.


"With your school workload, how much spare time do you feel you have for extra-curricular activities?"
No answer 3%
Lots 6%
None 34%
Some 57%
1249 responses
"Would you consider yourself actively involved in the Society?"
Yes 14.97%
No 85.03%
1249 responses

What Is The C.C.P.E.?

Developing Better Relations With The Canadian Council Of Professional Engineers (CCPE)

by Lucy Pegoraro INDY 9T8

At the Canadian Congress of Engineering Students in Sherbrooke, Quebec this January, the Canadian Council of Professional Engineers held workshops about what the CCPE is, and what students want from their education. Shauna Curry is the Acting Manager, Engineering Human Resources for the CCPE who conducted the workshops.

The CCPE body deals with three areas of the engineering domain:

1. Human Resources - in industry and the labour market.
2. Accreditation Board - for engineering schools to determine the quality of engineering programs across Canada.
3. Qualification Board - involved with engineering as a "profession" and implementing the proper standards in industry.

The first workshop was a "brainstorm" session on:

"What aspects of the engineering profession are important to me?" There were about 45 engineering students from the country at this workshop, and the following topics were deemed important by the attendees:

- Social and Ethical Responsibility
- Education and Learning
- Tradition
- Money and Power
- Changing and Challenging
- Image
- Professional Structure

Each of these topics were elaborated on, and we had extensive discussions about what was important to us as future practicing engineers.

The second workshop was a "brainstorm" session on:

"How might students become better prepared to become professionals?" Various suggestions were:

- communication and public speaking courses
- proposal writing courses
- more courses pertaining to the environment
- more opportunity to take business and entrepreneurship courses
- finance courses should be mandatory for students

These various ideas (among many others) are being put into a proposal format currently being prepared by a few students from across the country. Feedback from each school will be given on this report, and a finalized copy will be presented by the president of the CFES (Canadian Federation of Engineering Students) to the CCPE at one of their meetings.

This report will ensure that the 40,000 engineering students from across the country get input (through their Engineering Societies) into what they want from an engineering degree, and what future improvements can be made to the education system.

If you have any questions, please do not hesitate to email me at engsoc@ecf.

Engineering Outreach: U of T In The Lead

by Binh Y. Ho ELEC 9T8

Recently I had the opportunity to attend the Canadian Congress of Engineering Societies (CCES '97). The conference held a number of very interesting information exchange workshops on various topics, one of which was OUTREACH. I attended two workshops one about Science Outreach and the YES! camps and their mission to expose science and engineering to young students (elementary to secondary) while the other focused on exposing high school studeots to engineering as a career. The latter is more directly significant to us, since our faculty is continuously searching for the brightest and most creative students from across Canada through our liaison efforts.

We, both the Engineering Society and the Faculty invest a great deal of energy in to high school liaison. We encourage students to visit our campus and discover what engineering involves in addition to the benefits it provides. Our faculty provides liaison offices that coordinate more general events. In the past, the following events have been offered:

- UofT Day open house, weekly tours
- speakers that travel to the high schools
- Endeavors (a newsletter to the high schools)
- and many more events.

In the light of how important is to educate students and society about engineering, what it has to offer and what it involves, the Engineering Society has held a High School Liaison committee on its executive . Our High School Liaison committee continually strives to provide the most educational, informative and fun events for high school students to stimulate and motivate them. After all, stimulating the mind to create innovative solutions to problems is what engineering is about. Our events are second to none when compared to the events that the other universities host. We have successfully covered all the bases. Frosh for a Day, tours, SkuleDaze, and student speakers to the high schools are the events we hold at the moment.

We host similar events to those of other universities across Canada. Some new ideas that we should consider to improve our OUTREACH liaison efforts are:

More liaison efforts with high school counselors. In educating the counselors about our engineering programs, students in the high schools will benefit a great deal. Information to the counselors may be through workshops, seminars and even a tour of our faculty. it is important To go beyond the traditional letter or package sent to the high schools.

In presentations (speakers to the high school, Frosh for a Day, SkuleDaze) include industry speakers. A variety of engineers from the work force (entrepreneur, research, design, etc.) would best portray how broad engineering is and break the traditional misconception of an engineer's work.

Stanland

by Stanis Yu ENV CHEM 9T9

Godiva Week : Jan. 13-17, 1997

The Results of Ye Olde Grande Chariot Race

With respect to the Ye Olde Grande Chariot Race, which took place on the Front Campus of the University of Toronto, in the year of 1997, on the day Thursday, January 16, here are the results. These results are final and all petitions have been heard and considered. The Chair of the First Year Committee resigned the F!rosh Chariot on January 16 at 6:00 PM, due to allegations of unsportsmanlike conduct on the F!rosh Team.

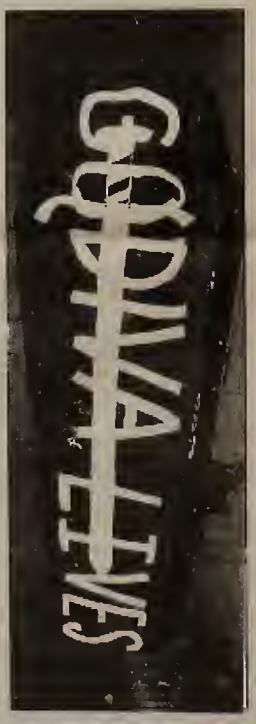
1. Elec. & Comp. Eng. In all aspects of the race ECE excelled enough to win.
2. Chem. Eng. Glad you got your Chariot back in time……
e. Cannon Guard. BOOM!
3. Eng. Sci. Fortunarely, a possible violation of rule 6 was overruled by following rule 19.
π. Lady Godiva Memorial Bnad. Everyhody loves a marching Bnad.
4. Civil Eng. Heard you got a wedgie.
5. Mech. Eog. How disappointing to go from first place last year to, well you know (5th).
6. Ind. Eog. Better ergooomics studies required.
7. MMS. Thanks for coming out, hut better luck next year.
8. Geo. Eng. Thanks for not coming out.

Oops almost forgot,
∞. SAC (SUX)

These are the official and final race results, signed this 24th day of January 1997.

Steve Dennis
Chair of the Blue and Gold Committee

A cocky Eng Sci overlooks their chariot. Too bad they came third.



Speaks for itself. →

← Fatty isn't going anywhere quick with this chariot.

Tackling your opponents is a sure way to victory. →

Godiva Week : Jan. 13-17, 1997

Amazingly, K-Cars are pretty hard to break. ↑

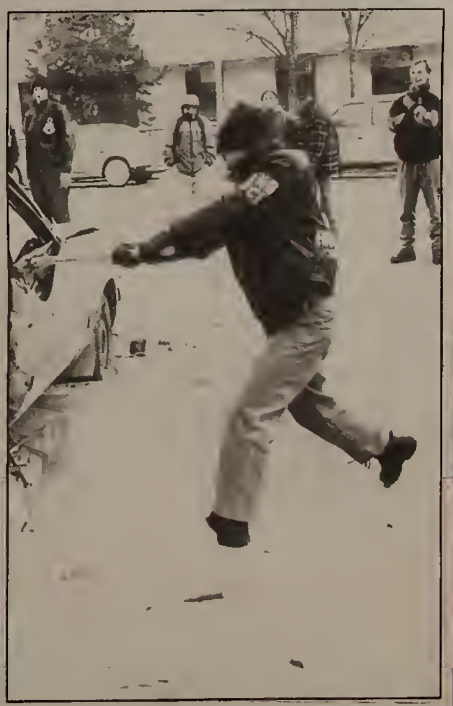
← *Dunking the Eng Soc officers.*

← *The F!rosh Hardhat Competition.*

The non-existant Beautiful Flower Committee makes a non-appearance. →

An Eng Sci taking out his frustrations on the car. →

Almost there! ↓



Career Centre

Career Trends: Summer Employment Survey

by Terry Johnston, Engineering Liaison Coordinator

As many of you may recall, you were asked to complete a summer employment survey back in the fall. What follows are the highlights of the results of that survey as well as a listing, by discipline, of the companies where students indicated they had worked. It is interesting to note the exceptionally high number of students who had summer positions overseas. I hope that you find this information useful in your own summer job search.

The objective of the survey was to obtain a brief summary of 1st, 2nd, and 3rd year engineering students' summer employment status in 1996. Students were asked to fill out a short questionnaire in class and 945 surveys were completed representing 45% of the students. Summer employment surveys have been conducted in the past however the primary reason for those surveys was to gather marketing leads.

Overall numbers show that 80.5% of all respondents had summer jobs in 1996. 73.6% of first year; 84.7% second year; and 84.0% of third year respondents indicated that they had a summer job in 1996. Those students who indicated that they did not have a summer job were asked why. Only 7% of all respondents stated that they did not have a summer job because they were unable to find one.

The Engineering Liaison Office was created in 1985 to market the benefits of hiring University of Toronto engineers and to promote the services of the Career Centre to engineering employers.

Contacts:
Terry Johnston
Engineering Liaison Coordinator
Phone: (416) 978-8022

Anne Eto
Employment Committee Chair
Phone: (416) 978-2917

E-mail: *career@ecf.utoronto.ca*
Visit the Career Centre's web site at *http://www.utoronto.ca/uoft.html*

Students were also asked to indicate whether or not their jobs were "career related". The response to this question clearly shows the correlation between level of education and "career relatedness" with 28.4% of first year, 62.2% of second year and 64.5% of third year stating they had a career related position.

Respondents were asked whether their jobs qualified for the 600 hour practical experience requirement. 26.7% first year; 65.7% of second year and 70.6% of third year repsondents indicated that their position did qualify for the 600 hour requirement. Only 9.5% of students in their third year indicated that their summer job did not qualify.

The Survey asked students how they got their summer job. Possible responses were Friend, Family Member, Business or Skule Contact, Newspaper, Career Centre, or Other. As 80% of the jobs available at a given time are never advertised, one would expect the highest responses to this question in the Friend, Family Member, Business or Skule Contact categories. As it turned out the highest response across all years was in the 'Other' category. This may be partly explained by the fact that returning PEY students checked off the 'Other' option to explain how they obtained their summer employment. The survey did not have a separate category for PEY students. It is possible that 'Other' was selected by those who worked for a previous employer. The second highest response for first and second year respondents was 'Family Member' 19.4% and 16.1% repectively. 14.3% of third year respondents indicated 'Business or Skule contact.

What this survey tells us overall is that engineering students seem to be very successful at finding career related summer employment. That success is affected by a number of variables but most importantly by the year that students have just completed. As students progress through their undergraduate program, each year provides an opportunity to acquire and practice the skills so necessary for finding employment. These skills are: the ability to build a network of contacts; ensuring the skills, developed in previous positions, are clearly presented on a focused résumé; researching a company or industry, either through library research or summer employment; and using the research to become more proficient in employment interviews. It continues to be a fact of life that the more experience a student has the better their chances of finding career related summer employment. This fact will continue to give second and third year students an edge in finding engineering summer jobs, particularly if they begin their search early.

A complete listing, by discipline, of the companies where students worked last summer, can be found on the Cannon's web page at http://www.ecf.toronto.edu/~yustani/cannon.html, *or can be obtained by e-mailing* cannon@skule.ca *with your request.*

8th Annual Civil Engineering Wine & Cheese Event

by Rosanna Falcone CIV 97

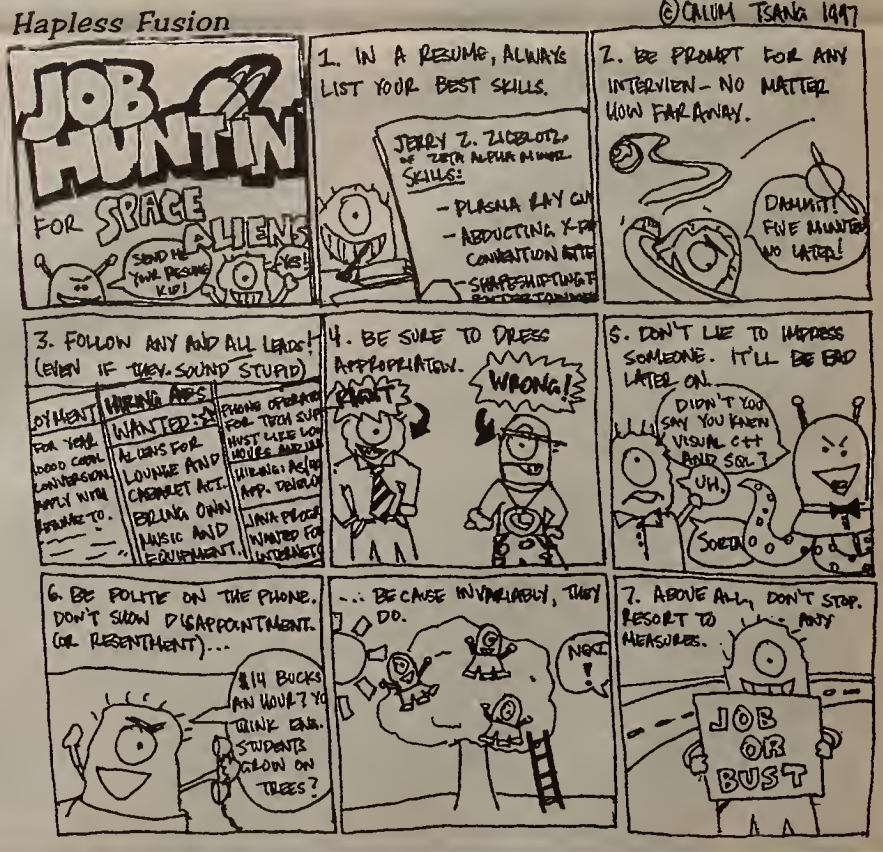
The University of Toronto Canadian Society for Civil Engineering (CSCE) held its 8th annual Civil Engineering Wine & Cheese gathering on January 20,1997. The event was a large success this year, having over 60 students and professors in attendance.

Representatives from four different companies attended to share their knowledge and advice with students in Civil Engineering. Presentations were given by Ken Burns, of R.V Anderson; Adolfo Emer, of Marshall Macklin Monaghan; Joe Carvalho, of Golder associates; and Robert Munro, of LaFarge Canada.

Following the presentations, students had the opportunity to meet with the guest speakers and discuss their particular interests on a one-on-one basis. many students left the event with a better understanding of how to make themselves more marketable to potential employers.

The CSCE would like to everyone who helped to make this event a success, and we hope to see you all again next year.

Hapless Fusion


©CALUM TSANG 1997
JOB HUNTIN FOR SPACE ALIENS
SEND ME YOUR RESUME KID!
YES!
1. IN A RESUME, ALWAYS LIST YOUR BEST SKILLS.
JERRY Z. ZIGBLOTZ OF ZETA ALPHA MINOR
SKILLS:
- PLASMA RAY GUN
- ABDUCTING X-PE
CONVERSION RITE
- SPACESHIP FLYING
2. BE PROMPT FOR ANY INTERVIEW - NO MATTER HOW FAR AWAY.
DAMMIT! FIVE HUNTER NO LATER!
3. FOLLOW ANY AND ALL LEADS! (EVEN IF THEY SOUND STUPID)
4. BE SURE TO DRESS APPROPRIATELY.
WRONG!
5. DON'T LIE TO IMPRESS SOMEONE. IT'LL BE BAD LATER ON.
DIDN'T YOU SAY YOU KNEW VISUAL C++ AND SQL?
UH.
SOLD
6. BE POLITE ON THE PHONE. DON'T SHOW DISAPPOINTMENT. (OR RESENTMENT)...
$14 BUCKS AN HOUR? YOU THINK EVEN STUDENTS GROW ON TREES?
...BECAUSE INVARIABLY, THEY DO.
NEXT!
7. ABOVE ALL, DON'T STOP. RESORT TO ANY MEASURES.
JOB OR BUST

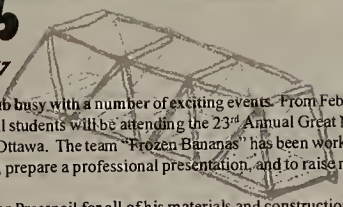
EngSoc Digital Presents www.skule.ca,
The Engineering Society Web Page
We are still looking for a few more designers, graphic artis[ts] people with imagination. Interested? Contact digital@skule.[ca]

www.skule.ca

Club Reports

Civ Club

by Andrea Boddy CIV 9T7



The new year has the Civ Club busy with a number of exciting events. From February 5th-9th, a 30 member team of civil students will be attending the 23rd Annual Great Northern Concrete Toboggan Race in Ottawa. The team "Frozen Bananas" has been working hard to build a winning toboggan, prepare a professional presentation, and to raise money to make it all possible.

Special thanks to Professor Pressnail for all of his materials and construction advice, Professor Adams and Professor Hooton for their help with sponsors, and Alan McClenaghan and John Buzzeo for their help in the machine shop.

Also, our gratitude goes out to the following companies for their generous support:

Canning Contracting Ltd. - $100
St. Mary's Cement Co. - $350
LaFarge Canada Inc. - $100
ACI - Ontario Chapter - $100
Petretta Construction - $500
Marshall, Macklin, Monaghan - $250

Supplies:
Mississauga Steel Mart
Caruba Holdings Ltd.
Brendren Machine and Welding
Pizza Pizza - $150

Good luck team. DO US PROUD.

Also, the Civ Hockey Tourney is coming up on March 7. Double rinks, 4 hours of hockey - should be a blast!

Eng Sci Club

by Kern Lewin ENG SCI 9T7

A hail and hearty welcome to the new year; another semester of pulse-pounding Engineering action. *SEE!* Titrations exploding with colour! *HEAR!* Lectures that last forever! *FEEL!* Walls of mercilessly sharp brick! In other news...

We've got an EngSci basketball tournament in the works (EngScis CAN jump!), tentatively scheduled for early February. This was inspired by the supreme arrogance (and unsurpassed skills) of the class of 9T7, and the petty competitiveness of the class of 9T8, BOTH of which think they can put together the best team. The 9T9s may provide an interesting warm-up opponent. The 0T0s (*snicker*)... will try their best. [Have I forgotten to go at anybody yet?]

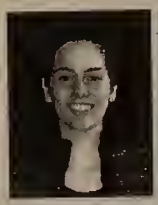
In March, there will be an EngSci ski trip, in a special mountain retreat, the location of which must not be published yet for reasons of national security. We hope to accomodate both cross-country and alpine enthusiasts (alternatively known as uphill and downhill skiers). Then we'll lead into exams with a Laser Quest battle royale; a Roman orgy of synthetic destruction.

All of this is part of the grand EngSci vision for 9T7; to entice our best and brightest into potentially life-threatening excursions, in the hopes of paring down the frosh class (it was this, or get a bigger common room).

On a more sombre note, we now pronounce the EngSci "Honour Bar" officially deceased. Many of you may be aware of the problems that have been occurring around campus with frequent thefts, from common rooms and other public areas. Personal property as well as equipment and Club property has been walking off at an alarming rate. The "Honour Bar" is just one more in a series of victims of petty and ridiculous thefts; it's not a major loss in the great scheme of things, but it is a symptom of a pervasive idiocy: Every time a piece of equipment goes missing, or a purse is stolen, or a box of food goes for a walk, we're robbing ourselves, and we'll all ultimately suffer for it.

Well, that's all for now... into the home stretch!

Eng Soc Report



VP External Update

by Lucy Pegoraro INDY 9T8

Hello everyone. January has been a very hectic month on an external level. In January, L'Universite de Sherbrooke hosted the Canadian Congress of Engineering Students (CCES) from the 2nd to the 8th. The delegation consisted of: Binh Ha, Franny Jewett, Thadd Nettleton, Xavier Galvez, and me! It was an exciting opportunity to meet engineering students from all across the country. The theme of this conference was "Concurrent Engineering". There were several workshops about issues concerning engineering students nationwide. These topics included: Outreach Programs to high school students, student involvement, industrial relations, YES Camps (Youth in Engineering and Science), Courses on the Web, National Engineering Week, International Exchanges, and Regional Meetings with ESSCO (Engineering Student Society Council of Ontario). It was also the opportunity for delegates to find out more about the Canadian Federation of Engineering Students (CFES) with associated workshops that they provided for the conference attendees.

Engineering Society Election Rules

1. Election Week shall be the first full week of March (March 3rd-7th, 1997).
2. Nominations shall open at 9 am on Monday February 10th, 1997 and close at noon on the Friday immediately preceeding Election Week (February 28th, 1997).
3. Each candidate shall present a nomination form containing the signatures of twenty-five (25) Society Members, an acceptance of nomination and a bond of ten dollars ($10). The bond shall be returned if the candidate withdraws with good cause or is not disqualified, upon removal of all campaign material.
4. Campaigning shall not commence until 9:00am on the Monday of Election Week (March 3rd, 1997) and sball close at 8:00am on the Thursday of Election Week (March 6th, 1997), with the exception of erecting posters during non-polling hours. For the purpose of distribution of the Election issue of the Toike Oike, statments made therein will not be considered to be advance campaigning.
5. Each candidate's name may appear on a maximum of two hundred (200) posters of maximum size 8.5 inches by 11 inches. Posters associated with a candidate or in any way related to the candidate's election campaign must clearly bear the surname of the candidate.
6. Each candidate may post up to two (2) banners, total maximum area of four (4) m^2.
7. Posters and banners shall not be erected in the Engineering Society Offices or the Engineering Stores, excepting posters erected by the Chief Returning Officer (CRO) for the purpose of advertising tbe elections.
8. Posters and banners may remain erected from commencement of campaigning until 5 pm on tbe Monday after Election Week. Failure to remove posters and banners will result in loss of bond.
9. Candidates shall submit a statement to be published in the Election Issue of THE TOIKE OIKE or CANNON by noon on Wednesday February 26th, 1997. Any written material must be wordprocessed using WordPerfect or sumilar program and submitted on a disk tbat is IBM compatible with a hard copy of the material; photographs must be black and white positives. Each candidate shall be limited to two hundred and fifty (250) words and a single photo.
10. The facilities and resources of the Engineering society shall be made equally available to all candidates for their campaign during regular office hours only, with the provision that Society business shall take precedence over campaign business. The Office facilities shall not be used for campaign business outside office hours. Use of the dark room shall be coordinated by the Communications Chairman.
11. The CRO shall have sole authority to advertise Election Week.
12. The society shall reimburse expenses of up to $15.00 per candidate, provided that the candidate receives over 10% of the votes cast for his/her election and receipts are provided.
13. Tbe polls shall be open from 9 am to 5 pm on the Thursday and 9 am to 3 pm on Friday of Election Week (March 6th and 7th, 1997).
14. Except for the purpose of personally casting a ballot, candidates may not linger in the vicinity of the polling station. CRO bas the authority to remove campaign material located within 10 feet of the Polling Station.
15. Elections shall be held by secret ballot. Candidates will be listed by sought position in alphabetical order of surname. Balloting procedure will be posted at the polling station.
16. Each candidate may have one scrutineer present when the ballots are being counted. Counting of the ballots will be conducted on the Friday of Election Week after polls close. Once the ballot boxes have been unsealed, no person shall leave the counting room until the final results have been tabulated. The official results must be posted in the Engineering Society Offices by noon on the Monday following Election Week.
17. Each candidate sball be personally responsible for the conduct of his/her campaign and his/her committee. The Society shall not accept liability for any actions of the candidates or their committees.
18. The CRO and two Deputy Returning Officers (DRO) appointed by Council shall be responsible for enforcing the rules as stated. Punitive actions which could be taken are:
    (1) warning the offending candidate
    (2) disqualification (if the candidate is deemed, by the CRO and at least one of the two CRO's to be in presistent or flagrant violation of election proceedings.)
19. A disqualified candidate shall not be permitted to run in a by-election for the same position, should the vote be declared invalid. Any complaint regarding election procedural irregularities sball be made in writing to the CRO by 5 pm on the Tuesday following Election Week. A written reply by the CRO shall be made no later than 24 hours after the complaint was recieved.
20. Complaints about the work of the CRO may be brought before the Engineering Society Council.
21. All appeals of the decisions of the CRO must be presented to the Engineering Society Council. This meeting of Council shall be held on Tuesday 25tb March, 1997. Appeals of the decisions of the CRO may be made only by a candidate.
22. Other than through personal campaigning, class visits, posters and banners as specified above, and the statement in the Election Issue of THE TOIKE OIKE or CANNON, there shall be no other forms of campaigning through printed or electronic media. No material of a sexist or obscene nature shall be used.

The most important outcomes of the conference were:

1. U of T Engineering is hosting CCES1999! That means we will need people to help organize this conference. This will be a great opportunity to get involved in a huge conference and learn leadership skills. If you are interested, email *engsoc@ecf.*
2. As of February 1st, I will be representing Ontario for the Canadian Federation of Engineering Students. I was elected to this position by the delegates at this conference. My position this year entails being VP Internal for this federation. (See article on page 5.) Believe me, U of T was very visible at this conference.
3. A member from the Canadian Council of Professional Engineers (CCPE) held two workshops to get our feedback about what students want from an engineering degree. For a synopsis of these discussions, please see "Developing Better Relations with the Canadian Council of Professional Engineers".

Hope everything is going well. By the way, ANNOUNCEMENT: If you would like a copy of the "Future of Post Secondary Education" Report containing a synopsis of the recommendations the Ontario Government's Advisory Panel suggested, please email *engsoc@ecf.* Quote for the day: GO MAD (Go Make A Difference!).

Entertainment

Sticking up for the Simpsons

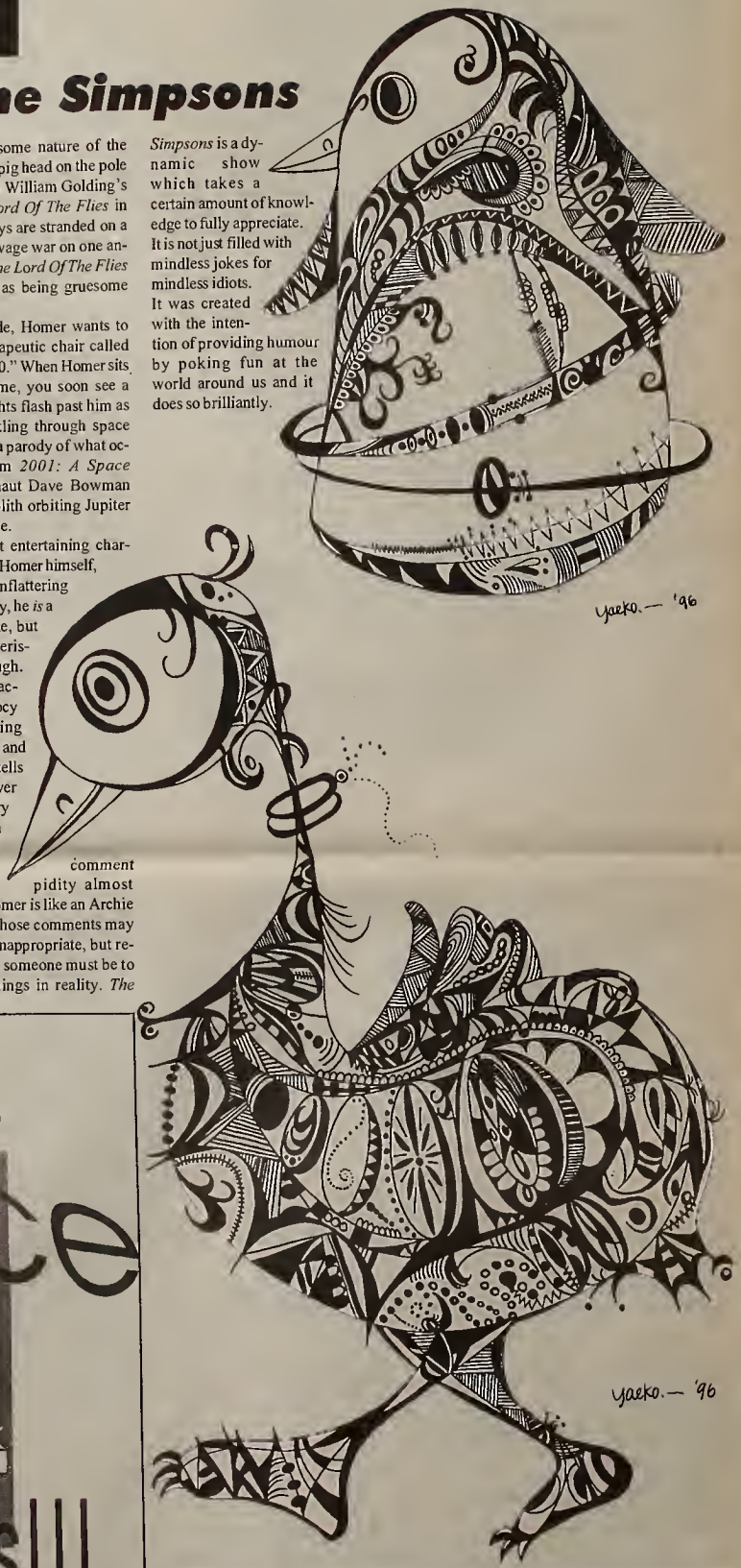
by Neal Bhardwaj COMP 070

Although the content of television has always been heavily criticized, it is good to see a show like ***The Simpsons*** gain the success it has. When tuned in, you are virtually guaranteed a hilarious half-hour of zany escapades involving Homer, Bart, and the rest of the clan. It is a unique blend of witty sarcasm, slap-stick comedy, and satire. Now in its eighth season, *The Simpsons* still seems extremely popular as is evident from its primetime slot on Sunday nights as well as from the variety of merchandise available at stores.

However, there are some people who believe *The Simpsons* is just another one of those rude and violent "kiddie" shows with no good attributes whatsoever. These people have obviously never watched a complete episode. Much of the humour is derived from satirical remarks and objects on the screen that enhance the mood at the time. For example, when Bart and Lisa go to "Camp Krusty", a summer camp which gets taken over by all the children, the head of a pig can be seen impaled on a pole in the background. A critic's first thought would be that this is just another example of the gruesome nature of the show. However, the pig head on the pole is in fact a symbol in William Golding's classic novel *The Lord Of The Flies* in which a group of boys are stranded on a deserted island and wage war on one another. If anything, *The Lord Of The Flies* should be regarded as being gruesome and violent.

In another episode, Homer wants to buy a vibrating therapeutic chair called the "Spinemelter 2000." When Homer sits on it for the first time, you soon see a dazzling array of lights flash past him as he seems to be hurtling through space on the chair. This is a parody of what occurs in the epic film *2001: A Space Odyssey* when astronaut Dave Bowman enters the giant monolith orbiting Jupiter at the end of the movie.

Arguably the most entertaining character in *The Simpsons*, Homer himself, is often the focus of unflattering comments. Admittedly, he *is* a glutton, lazy, and rude, but these are the characteristics that make us laugh. Homer's words and actions convey his idiocy and ignorance. During one "intimate" father and son moment, Homer tells Bart that to avoid ever having to go to jury duty, "tell them you're prejudice against all races." A comment at this level of stupidity almost forces us to laugh. Homer is like an Archie Bunker of the 90's whose comments may seem offensive and inappropriate, but really show how dumb someone must be to actually say such things in reality. *The Simpsons* is a dynamic show which takes a certain amount of knowledge to fully appreciate. It is not just filled with mindless jokes for mindless idiots. It was created with the intention of providing humour by poking fun at the world around us and it does so brilliantly.



Engineering Athletics Presents...

S-Dance

ENGINEERING SOCIETY
SCITE ET STRENUE

5 Bucks!!!

Awards Ceremony
Awesome Buffet Dinner
Complimentary Mug
All Nite Dancing
Tuesday March 25 1997
Great Hall Hart House
Coming Soon. Keep an eye out!

Do You Want To Be Part of Skule™ Nite 9T7?

Skule™ Nite 9T7's production crew is looking for bright-eyed volunteers to help out with publicizing and promoting Skule™ Nite 9T7.
First official Promotions Committee meeting:
Thursday, February 6th at 5 p.m.
in the Engineering Society, SF B670. If for any reason you cannot make this meeting, please e-mail Karen at *virk@ecf*.

SPECIAL REPORT: PROFESSOR EVALUATIONS

Presented by the Engineering Faculty Council

The Engineering Faculty Council Representatives (EFCR) committee is a student body that monitors undergraduate academic matters in the Faculty of Applied Science and Engineering. It is composed of a representative from each engineering class. This year, for the first time, the EFCR committee has decided to publish a critique of each professors teaching methods. Throughout the production, distribution and processing it has been the sincere hope of all who worked on this booklet that this will serve as a first step in not only facilitating discussion between faculty and students, but in improving the academic environment overall.

The following pages contain both the results of the Course/Instructor Evaluation Forms carried out in the fall term of 1996 throughout the Faculty and a compilation of student comments regarding teaching styles for each course. It is the first time that the results of course evaluations have been made available to the students and professors through a faculty-wide publication.

An example of the Course/Instructor Evaluation Form is shown to the right. Due to space constraints, a portion of those questions have been selected for publication. The selected questions are highlighted. This section is not included for some professors because they did not release the results of the Course/Instructor Evaluation Form to the students. The Course/Instructor Evaluation, conducted by the Faculty, is subject to the Memorandum of Agreement between the University and the Faculty Association. This agreement forbids the release of documentation regarding professor performance, so to publish the evaluations, professors must release the results to the students. The professors who did not comply only have a comments section in their critique.

The comments were compiled by each Faculty class representative with the input of students all of whom took the course in the 1996 school year.

The survey results and comments have been reviewed by the EFCR Committee chair and the President of the Engineering Society to ensure that all critiques are constructive and ethical. We do not judge the statistical validity of these results, we simply hope that they will provide insight on the views of the students who took the time and effort to fill out this survey.

LEGEND

Enr.	Number of students enrolled in the course
Resp.	Number of students who responded to the Course/ Instructor Evaluation Form
Med.	The median of the survey results.
Averages	*Inst.* Average grade given to the instructor by the students
	Dept. Average grade of all instructors in the Department
	Fac. Average grade of all instructors in the Faculty
Presentation	Question # 8 on the Course/Instructor Evaluation Form: The presentation of the material in an organized, well-planned manner was...
Clarity	Question # 10 on the Course/Instructor Evaluation Form: The clarity of the explanation of the subject matter was...
Response	Question # 13 on the Course/Instructor Evaluation Form: The attention to student's questions in the classroom and the clarity of the answers was...
Overall rating	Question # 16 on the Course/Instructor Evaluation Form: What is your overall rating of this instructor as a teacher:

Ratings	
	0 = Don't know/Not applicable
	1 = Inadequate
	2 = Very Poor
	3 = Poor
	4 = Adequate
	5 = Good
	6 = Very Good
	7 = Outstanding

FIRST YEAR

CIV 100F
Instructor(s): J.E. Skule
Enr: 21 Resp: 20 Number of Responses

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	*0*	1	9	5	5	5	5.70	4.72	4.99
Clarity	*0*	*0*	*0*	*0*	*3*	*9*	*5*	*3*	*5*	*5.40*	*4.49*	*5.00*
Response	*0*	*0*	*0*	*0*	2	9	6	3	5	5.50	4.89	5.25
Overall rating	0	*0*	*0*	*0*	*0*	8	9	3	6	5.75	4.79	5.25

Skule was approachable and knowledgeable. Students wished for more applicable examples to explain concepts clearly. Overheads were good but used too often.

Faculty of Applied Science and Engineering
Course/Instructor Evaluation Form

Do not mark in this area...

INSTRUCTIONS *(Please read first)*

PLEASE NOTE: Questionnaire is confidential when completed.

Please answer all questions.
Note that the results will be available to the instructor only after final course marks have been submitted.

Your answers to the questions should be filled out using an HB pencil or a blue ball-point pen (but not a felt marking pen). Blacken COMPLETELY the rectangle corresponding to your response for each statement.

The survey results will be distributed to:
- INSTRUCTORS for feedback on teaching
- ADMINISTRATORS for questions pertaining to faculty merit, career advancement, and curriculum planning.

COURSE/INSTRUCTOR IDENTIFICATION:

COURSE:

SECTION:

INSTRUCTOR:

QUESTIONS ABOUT YOURSELF:

1. Status of this course for you:
   Core ☐ Technical Elective ☐ Free Elective ☐ Humanities/Social Science Elective ☐ Other ☐
2. Your level of enthusiasm for taking this course, at the time of initial registration: (Very Low / Low / Below Average / Average / Above Average / High / Very High)
3. Your level of enthusiasm now that you have completed the course:
4. Your *expected* grade in this course: <50 ☐ 50-59 ☐ 60-69 ☐ 70-79 ☐ 80-89 ☐ >90% ☐
5. Identify your gender (optional): Male ☐ Female ☐

QUESTIONS ABOUT THE INSTRUCTOR:

(Don't Know/ Not Applicable / Inadequate / Very Poor / Poor / Adequate / Good / Very Good / Outstanding)

6. The clear and explicit communication of the goals and requirements of the course was...
7. The use of methods of evaluation (e.g. problem sets, assignments, tests) that appropriately reflect the subject matter and provide a fair evaluation of student learning was...
8. The presentation of the material in an organized, well-planned manner was...
9. The instructor's apparent knowledge of the subject was...
10. The clarity of the explanation of the subject matter was...
11. The use of examples and illustrations (when appropriate) was...
12. The instructor's enthusiasm and interest in the course material was...
13. The attention to students' questions in the classroom and the clarity of the answers was...
14. The instructor's availability for individual consultation either by appointment or at stated hours was...
15. The commitment to ensure that student work was graded fairly, with appropriate feedback was...
16. What is your overall rating of this instructor as a teacher:

QUESTIONS ABOUT THE COURSE:

(Don't Know/ Not Applicable / Very Low / Low / Below Average / Average / Above Average / High / Very High)

17. Considering the calendar weighting, the workload is...
18. Compared to other courses at the same level, the level of difficulty of the material is...
19. The extent to which this course repeats material from other courses is...
20. If a specific textbook was recommended, the value of it was...
21. [illegible] was...
22. The value of the laboratories was...
23. The value of the overall learning experience was...
24. The relevance of this course to your professional development is...
25. The intrinsic interest of the subject matter is...
26. Percentage of lectures you attended. <50% ☐ 50-70% ☐ 70-90% ☐ >90% ☐
27. Considering your experience with the course, and disregarding your need for it to meet program or degree requirements, would you still have taken this course? Yes ☐ No ☐
28. Did the instructor introduce current elements of research and development in the material delivered? Yes ☐ No ☐

OTHER QUESTIONS: (Optional, may be supplied in class) 29. 30. 31. 32. 33. 34.

uoh953

Please turn over. This product is recycled.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: AER301F
Instructor: G. M. T. D'Eleuterio
Enrolled: 14 Total Responses: 12

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	3	5	1	5	5.33	5.11	4.90
Clarity	0	0	0	1	1	0	9	1	6	5.67	5.19	4.84
Response	0	0	0	0	2	0	4	6	6	6.17	5.67	5.15
Overall Rating	0	0	0	1	1	0	7	3	6	5.83	5.50	5.19

The professor has an impressive understanding of the subject and is interesting to listen to. He is a fair marker, very responsive to questions, and is willing to do extra examples to improve understanding of the material.

Course: AER303F
Instructors: Malone

Professor Malone has a good understanding of the course material, but he tends not to explain things as well as he could. However, this forces students to think about what is being taught, keeping them alert during lecture. He is frequently available for consultation.

Course: AER305F
Instructor: Sullivan

Professor Sullivan has an excellent understanding of the subject, and is well organized. He makes good use of old experimental data in his examples and ensures the class understands what he is doing. Work is graded fairly and promptly.

Course: AER402F
Instruction: Reid

Tended to depend considerably on the textbook, and lectures were made rather "dry" as a result.

Course: AER410F
Instructor: J. J. Gottlieb
Enrolled: 14 Total Responses: 14

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	5	7	2	6	5.79	5.11	4.90
Clarity	0	0	0	0	0	2	9	2	6	6.00	5.19	4.84
Response	0	0	0	0	0	2	6	6	6	6.29	5.67	5.15
Overall Rating	0	0	0	0	0	3	8	3	6	6.00	5.50	5.19

Lectures were quite interesting and tests and exams were fair. Appeared quite interested in teaching well.

Course: AER415F
Instructor: Measures

A good lecturer! However, exams and tests were strongly weighted toward "memorization" style questions and were repeated from previous years.

Course: APM288F
Instructor: S. H. Smith
Enrolled: 99 Total Responses: 83

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	2	26	43	11	6	5.73	4.42	4.90
Clarity	0	0	1	1	3	33	34	11	6	5.58	4.35	4.84
Response	0	0	0	0	6	29	32	15	6	5.68	4.66	5.15
Overall Rating	0	0	0	2	0	15	41	25	6	6.05	4.59	5.19

Course: APM291F
Instructor: D. K. Sen
Enrolled: 38 Total Responses: 26

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	1	8	6	5	2	1	4	3.73	4.42	4.90
Clarity	0	2	3	9	7	3	1	1	3	3.50	4.35	4.84
Response	0	8	4	7	3	4	0	0	3	2.65	4.66	5.15
Overall Rating	0	2	3	6	11	3	1	0	4	3.50	4.59	5.19

Although the tests and the quizzes were very fair and representative of the course material, the lectures were excessively theoretical. In addition Prof. Sen was often condescending towards questions resulting in a minimal amount of interaction between him and the students.

Course: APM384F
Instructor: R. A. Ross
Enrolled: 46 Total Responses: 26

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	3	4	2	10	4	1	5	4.19	4.42	4.90
Clarity	0	2	1	3	10	8	2	0	4	4.04	4.35	4.84
Response	0	0	2	4	11	6	3	0	4	4.15	4.66	5.15
Overall Rating	0	0	2	3	9	9	3	0	4	4.31	4.59	5.19

Professor Ross seems to know what he is talking about, but has a difficult time communicating it to the class. As a result, lecture notes often become incomprehensible, as formulae are pulled out of the air with no indication of their source. He also tends to mumble.

Course: APS103F
Instructor: W. H. Vanderburg
Enrolled: 153 Total Responses: 66

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	4	2	4	14	20	19	3	5	4.71	4.88	4.90
Clarity	0	4	0	6	13	19	18	6	5	4.83	4.70	4.84
Response	19	3	0	2	13	16	10	3	5	4.72	5.04	5.15
Overall Rating	0	1	0	2	11	17	24	10	6	5.38	5.19	5.19

Professor Vanderburg's knowledge and insight of material prove to beneficial. However, this information can sometimes get lost behind the professor's lack of animation.

Course: APS103F
Instructor: Khan

Funny and witty. Provides personal insights to material. Approachable and uses the blackboard very frequently.

Course: APS105F
Instructor: P. Chow
Enrolled: 135 Total Responses: 90

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	7	41	30	11	5	5.48	4.88	4.90
Clarity	0	0	0	1	7	34	36	12	6	5.57	4.70	4.84
Response	1	0	0	2	10	23	34	19	6	5.66	5.04	5.15
Overall Rating	1	0	0	0	8	28	41	12	6	5.64	5.19	5.19

Prof. Chow was very nice and approachable. The class liked his informal style of teaching and was pleased with his high level of knowledge of the material. Overall a very excellent professor.

Course: APS106F
Instructor: Crawford

Interesting, vivid and well organised lectures were given by this entertaining and patient prof. Assignments were fair and challenging. Crawford is a prof. who actually cares about his students and what he teaches.

Course: APS107F
Instructor: J. Gorrie
Enrolled: 60 Total Responses: 39

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	0	11	13	12	2	5	5.03	4.88	4.90
Clarity	0	0	0	3	6	16	11	3	5	5.13	4.70	4.84
Response	0	1	0	0	7	9	12	10	6	5.54	5.04	5.15
Overall Rating	0	0	0	0	3	15	15	6	6	5.62	5.19	5.19

Course: APS107F
Instructor: R. Ethier
Enrolled: 65 Total Responses: 34

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	8	16	10	6	6.06	4.88	4.90
Clarity	0	0	0	0	0	9	13	12	6	6.09	4.70	4.84
Response	1	0	0	0	2	5	12	13	6	6.13	5.04	5.15
Overall Rating	0	0	0	0	0	5	18	11	6	6.18	5.19	5.19

Professor Ethier's clear explanation of examples is quite beneficial. The concise informative course notes are also very helpful.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: APS185F
Instructor: Robert Fisher
Enrolled: 14 Total Responses: 14

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	1	7	5	0	5	5.14	5.00	4.90
Clarity	0	0	0	0	1	2	7	4	6	6.00	5.22	4.84
Response	0	0	0	0	0	2	8	4	6	6.14	5.45	5.15
Overall Rating	0	0	0	0	1	1	9	3	6	6.00	5.49	5.19

Course: APS185F
Instructor: Robert Fisher
Enrolled: 17 Total Responses: 17

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	7	6	3	1	5	4.88	5.00	4.90
Clarity	0	0	0	0	1	5	9	2	6	5.71	5.22	4.84
Response	1	0	0	1	1	4	7	3	6	5.63	5.45	5.15
Overall Rating	0	0	0	0	2	5	7	2	6	5.56	5.49	5.19

Course: APS186F
Instructor: Virginia Doherty
Enrolled: 22 Total Responses: 17

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	6	6	4	6	5.76	5.00	4.90
Clarity	0	0	0	0	1	6	6	4	6	5.76	5.22	4.84
Response	0	0	0	0	1	4	5	7	6	6.06	5.45	5.15
Overall Rating	0	0	0	0	0	4	8	5	6	6.06	5.49	5.19

Course: APS232F
Instructor: J. Paradi
Enrolled: 48 Total Responses: 34

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	9	13	11	6	6.00	5.00	4.90
Clarity	0	0	0	0	2	5	14	13	6	6.12	5.22	4.84
Response	0	0	0	1	1	4	11	17	6	6.24	5.45	5.15
Overall Rating	0	0	0	0	0	5	16	13	6	6.24	5.49	5.19

Course: APS302F
Instructor: W. H. Vanderburg
Enrolled: 48 Total Responses: 33

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	1	10	10	9	2	5	4.94	5.00	4.90
Clarity	0	0	1	0	5	14	12	1	5	5.18	5.22	4.84
Response	0	0	0	0	3	9	17	4	6	5.67	5.45	5.15
Overall Rating	0	0	0	0	2	10	16	5	6	5.73	5.49	5.19

Course: BME595F
Instructor: M. Joy
Enrolled: 20 Total Responses: 24

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	7	8	7	1	0	4	3.96	4.42	4.90
Clarity	0	1	2	7	9	5	0	0	4	3.63	4.35	4.84
Response	0	0	0	2	8	8	5	1	5	4.79	4.66	5.15
Overall Rating	0	0	0	4	10	5	4	0	4	4.39	4.59	5.19

Approachable and friendly, but can be somewhat confusing in his teaching style. Interested in teaching and in improving the course.

Course: CHE112F
Instructor: Burgess

Very helpful and works through all problems with class. He attends tutorials and gives hints towards term tests. Uses overheads frequently and provides photocopies of everything. Overall a helpful prof.

Course: CHE112F
Instructor: F. R. Foulkes
Enrolled: 70 Total Responses: 55

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	7	14	12	13	7	2	0	3	3.09	4.88	4.90
Clarity	0	6	17	16	9	4	2	1	3	2.96	4.70	4.84
Response	0	8	3	11	20	8	2	2	4	3.57	5.04	5.15
Overall Rating	0	5	16	13	10	4	3	2	3	3.17	5.19	5.19

A good professor when he teaches. However, he spends too much time talking about life and not enough time teaching the course. Near the end of the course he doesn't have enough time to teach adequately. Students must be prepared to go to extra lectures if they want to learn the material.

Course: CHE112F
Instructor: C. Chaffey
Enrolled: 70 Total Responses: 47

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	1	1	4	9	14	7	5	5	4	4.27	4.88	4.90
Clarity	1	2	3	8	18	7	5	3	4	4.13	4.70	4.84
Response	2	1	2	7	10	12	8	5	5	4.64	5.04	5.15
Overall Rating	0	1	2	6	16	9	9	4	4	4.55	5.19	5.19

More theory and less problem solving would be helpful. Lab material poorly correlated with lectures. Sometimes over-answers questions. Always willing to help students.

Course: CHE150F
Instructor: R. Luus
Enrolled: 97 Total Responses: 77

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	4	14	27	19	8	2	4	4.17	4.88	4.90
Clarity	0	6	4	19	24	16	6	2	4	3.86	4.70	4.84
Response	0	*1*	*3*	*10*	*28*	*17*	*16*	*2*	*4*	*4.47*	*5.04*	*5.15*
Overall Rating	0	3	5	8	13	22	18	7	5	4.68	5.19	5.19

Professor Luus provided entertaining and informative lectures. However, the level of mathematics required was beyond many students comprehension. The lack of TA's and an adequate textbook compounded the problem. Students also felt that the marking scheme was too harsh.

Course: CHE150F
Instructor: M. Kortschot
Enrolled: 91 Total Responses: 81

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	6	15	23	25	12	5	5.27	4.88	4.90
Clarity	0	0	0	5	12	29	21	14	5	5.33	4.70	4.84
Response	0	0	0	3	7	18	33	20	6	5.74	5.04	5.15
Overall Rating	0	0	0	0	9	12	30	29	6	5.99	5.19	5.19

A personable professor who is "in tune" with his students, Professor Kortschot may have lacked thorough preparation for the Thermodynamics unit. He provides excellent advice on academic matters, conducts his own tutorials effectively, and continually offers extra assistance to students.

Course: CHE200F
Instructor: D. W. Kirk
Enrolled: 88 Total Responses: 64

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	8	26	14	7	3	0	3	3.38	4.92	4.90
Clarity	0	3	7	26	15	8	2	1	3	3.45	4.91	4.84
Response	0	0	0	8	23	22	7	2	4	4.55	5.29	5.15
Overall Rating	0	0	3	19	20	14	6	0	4	4.02	5.21	5.19

Prof.'s lectures are not very organized as well as the marking scheme on quizzes and mid-terms. Prof does not write all that is important on the board so note taking has become a difficult task. Prof is very approachable and helpful one on one.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: CHE203F
Instructor: M. S. Shoichet
Enrolled: 89 Total Responses: 59

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	12	24	20	6	6.03	4.92	4.90
Clarity	0	0	0	0	3	14	25	17	6	5.95	4.91	4.84
Response	0	0	0	1	2	16	26	14	6	5.85	5.29	5.15
Overall Rating	0	0	0	0	1	14	23	19	6	6.05	5.21	5.19

Prof. gives good and easy to follow notes, with specific explanations. Shoichet does demonstrations and makes classes interesting by using colorful overheads and practical examples. Prof. is very concerned with class' understanding and often asks for feedback.

Course: CHE211F
Instructor: M. Kawaji
Enrolled: 90 Total Responses: 77

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	11	34	22	9	5	5.35	4.92	4.90
Clarity	0	0	1	4	13	27	22	10	5	5.23	4.91	4.84
Response	0	0	0	1	14	29	26	7	5	5.31	5.29	5.15
Overall Rating	0	0	0	0	9	34	24	10	5	5.45	5.21	5.19

Prof.'s notes are very similar to textbook and not many examples are given. Pop quizzes make tutorials redundant.

Course: CHE221F
Instructor: M. T. Kortschot
Enrolled: 87 Total Responses: 52

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	7	25	13	4	1	4	4.25	4.92	4.90
Clarity	0	0	2	5	24	13	6	2	4	4.42	4.91	4.84
Response	0	0	1	2	10	25	9	5	5	5.04	5.29	5.15
Overall Rating	0	0	1	5	11	28	4	2	5	4.69	5.21	5.19

Prof. uses good visual examples. Kortschot uses good application examples, but a little more are still needed. Prof doesn't explain enough before new concepts are introduced.

Course: CHE311F
Instructor: Woodhouse

Professor Woodhouse is very organized and has excellent notes. She gives fair evaluations (mostly problem sets and a midterm) The only negatives are that she talks too fast and too loud.

Course: CHE321F
Instructor: D. E. Cormack
Enrolled: 75 Total Responses: 49

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	9	11	12	14	6	5.56	4.92	4.90
Clarity	0	0	2	1	6	11	13	15	6	5.60	4.91	4.84
Response	0	0	0	1	4	10	17	15	6	5.87	5.29	5.15
Overall Rating	0	0	0	1	4	8	20	15	6	5.92	5.21	5.19

Professor Cormack is an excellent teacher. He gives good notes and he is very willing to help. There is no midterm in the course but his quizzes are NASTY! Also, you never use the textbook.

Course: CHE331F
Instructor: Shaw

Professor Shaw is very enthusiastic about Thermodynamics. He is a good talker, quite friendly, and approachable. On a general note about the course, the labs are ridiculous. During the labs, they don't care about what we learn, they only care about how well we can regurgitate the references.

Course: CHE349F
Instructor: J. Paradi
Enrolled: 79 Total Responses: 50

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	5	12	24	9	6	5.74	4.92	4.90
Clarity	0	0	0	0	11	14	19	6	5	5.40	4.91	4.84
Response	0	0	0	1	7	10	23	9	6	5.64	5.29	5.15
Overall Rating	0	0	0	0	4	13	23	10	6	5.78	5.21	5.19

Prof.'s course is very well rounded. He is very knowledgeable and is concerned with the well-being of his students. Constant questions, including useful and interesting applications, keep the class's attention and kept them up to date.

Course: CHE372F
Instructor: C. E. Chaffey
Enrolled: 8 Total Responses: 5

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	2	1	0	5	4.80	4.92	4.90
Clarity	0	0	0	0	0	2	2	0	5	5.50	4.91	4.84
Response	0	0	0	0	3	1	0	1	4	4.80	5.29	5.15
Overall Rating	0	0	0	0	0	3	2	0	5	5.40	5.21	5.19

Professor Chaffey is well organized, a fair marker and quite enjoyable.

Course: CHE372F
Instructor: Phillips

Although she knows the subject well, Professor Phillips is quite disorganized, so that notes tend to go off topic or become incoherent after a time.

Course: CHE390F
Instructor: G. J. Evans
Enrolled: 4 Total Responses: 4

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	0	3	1	6	6.25	4.92	4.90
Clarity	0	0	0	0	0	1	1	2	6	6.25	4.91	4.84
Response	0	0	0	0	0	1	0	3	7	6.50	5.29	5.15
Overall Rating	0	0	0	0	0	0	3	1	6	6.25	5.21	5.19

Professor Evans is an excellent prof, easy to follow, and well organised. The material is extremely relevant.

Course: CHE412F
Instructor: Phillips

Prof. is very experienced in the field and is an excellent resource. She is very flexible with assignments and deadlines. Some found this to be destructive to the course and their learning. A lot of catching up was necessary at the end of the semester.

Course: CHE430F
Instructor: Diosady

Prof. Diosady has had a lot of industry experience from which to draw upon. He ran the course well and was extremely patient during presentations. However many students believed that the course is too much work, not very realistic and there is not enough support.

Course: CHE463F
Instructor: Balke

Prof responded to class requests for a more quantitative style of evaluation. This prof had a very odd distribution of marks. Course material was easy to follow but presentations were hard to understand.

Course: CHE466F
Instructor: D. G. Allen
Enrolled: 26 Total Responses: 20

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	6	5	7	2	5	5.25	4.92	4.90
Clarity	0	0	0	0	3	9	4	4	5	5.45	4.91	4.84
Response	0	0	0	0	3	0	8	9	6	6.15	5.29	5.15
Overall Rating	0	0	0	0	4	5	7	4	6	5.55	5.21	5.19

This course was well structured and well presented. Not enough medical applications were given, though. Prof. Allen is very knowledgeable in this material and seemed very concerned with the well-being of the class.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: CHE468F
Instructor: M. Kawaji
Enrolled: 26 Total Responses: 22

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	10	5	4	5	5.45	4.92	4.90
Clarity	0	0	0	0	1	10	8	3	5	5.59	4.91	4.84
Response	0	0	0	0	2	9	7	4	5	5.59	5.29	5.15
Overall Rating	0	0	0	0	1	8	10	3	6	5.68	5.21	5.19

Few problem sets were given out by this prof and some students found the lectures slightly dry. Prof's examples were very limited.

Course: CHE468F
Instructor: G. J. Evans
Enrolled: 26 Total Responses: 22

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	5	7	5	3	5	5.09	4.92	4.90
Clarity	0	0	1	0	8	5	4	3	5	4.95	4.91	4.84
Response	0	0	0	1	5	8	3	5	5	5.27	5.29	5.15
Overall Rating	0	0	0	0	5	10	3	4	5	5.27	5.21	5.19

Prof. Evans is very knowledgeable in course material and lecture notes are very helpful as well. Evans is easily approachable and concerned with class's concerns, but lectures are generally fast-paced.

Course: CHE492F
Instructor: D. G. B. Boocock
Enrolled: 5 Total Responses: 5

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	2	1	1	5	5.40	4.92	4.90
Clarity	0	0	0	0	1	1	2	1	6	5.60	4.91	4.84
Response	0	0	0	0	1	1	2	1	6	5.60	5.29	5.15
Overall Rating	0	0	0	0	1	1	2	1	6	5.60	5.21	5.19

Course: CHE492F
Instructor: G. J. Evans
Enrolled: 5 Total Responses: 5

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	2	1	0	5	4.80	4.92	4.90
Clarity	0	0	0	0	2	2	1	0	5	4.80	4.91	4.84
Response	0	0	0	0	0	2	3	0	6	5.60	5.29	5.15
Overall Rating	0	0	0	0	1	3	1	0	5	5.00	5.21	5.19

Course: CHE492F
Instructor: Pilgar

Friendly. Lectures covered too much material in a short time using slides, a technique that caused students' attention to drift. Tended to be disorganized and marked assignments/midterms were returned quite late.

Course: CHE553F
Instructor: F. R. Foulkes
Enrolled: 46 Total Responses: 37

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	4	11	13	8	6	5.69	4.92	4.90
Clarity	0	0	0	1	4	14	12	4	5	5.40	4.91	4.84
Response	0	0	0	1	1	12	16	6	6	5.69	5.29	5.15
Overall Rating	0	0	0	0	1	12	15	8	6	5.83	5.21	5.19

Prof. Foulkes spends MANY hours preparing course notes and lectures. He is dedicated to teaching and knows the material. Students either love or hate his philosophical digressions. Many students thought too much material was covered in too much detail.

Course: CIV101F
Instructor: Birkemoe

Confusing and unclear lectures were given by this intimidating Prof. Problem sets were tough, but prepared us well for the final exam. Lectures would have improved if more was written on the board and if complete explanations were given on the subject material.

Course: CIV101F
Instructor: G. T. Will
Enrolled: 10 Total Responses: 7

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	1	3	3	6	6.29	4.88	4.90
Clarity	0	0	0	0	1	0	3	3	6	6.14	4.70	4.84
Response	0	0	0	0	0	2	3	2	6	6.00	5.04	5.15
Overall Rating	0	0	0	0	1	1	1	4	7	6.14	5.19	5.19

Course: CIV101F
Instructor: G. T. Will
Enrolled: 84 Total Responses: 77

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	2	9	18	25	21	6	5.62	4.88	4.90
Clarity	0	1	1	2	11	23	25	14	6	5.40	4.70	4.84
Response	0	0	1	2	15	20	26	12	5	5.37	5.04	5.15
Overall Rating	0	0	0	0	8	26	20	23	6	5.75	5.19	5.19

Professor Will is clear and concise in his explanations of the course material. He has an excellent knowledge of the material and examples used. A warning: don't be late for class!

Course: CIV101F
Instructor: Wright

Entertaining and keeps the interest of the class. Brings practical and useful examples showing his clear experience with the material. He understands the mind of students very well and is very approachable with problems.

Course: CIV101F
Instructor: Wright

The class thought that he was a very good teacher with excellent teaching style. At times, he can be somewhat impatient but is generally friendly and helpful. His presence at tutorials was much appreciated.

Course: CIV101F
Instructor: Timusk

Prof. Timusk is eager to help his students in anyway he can. However, his knowledge of the course is shaky at times. His answers to questions can be vague.

Course: CIV102F
Instructor: Collins

An excellent role model for engineering students, Dr. Collins' lectures are clear, practical, and even entertaining (although they often run a couple of minutes late). He employs an effective but exhausting technique: arouse interest in the curriculum, and then demand hard work.

Course: CIV210F
Instructor: M. D. A. Thomas
Enrolled: 108 Total Responses: 76

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	8	19	33	16	6	5.75	5.05	4.90
Clarity	0	0	0	1	7	19	31	18	6	5.76	5.02	4.84
Response	0	0	0	0	6	19	30	21	6	5.87	5.29	5.15
Overall Rating	0	0	0	1	5	12	34	24	6	5.99	5.33	5.19

Students thought Prof. Thomas was an excellent teaching professor of whom others might do well to emulate. Thomas answers student questions well, knows the material thoroughly and has a great sense of humour. His light manner keeps the class from feeling intimidated by him or by the course material.

Course: CIV255F
Instructor: M. Mountjoy
Enrolled: 91 Total Responses: 72

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	3	12	23	19	13	5	5.32	5.05	4.90
Clarity	0	1	0	2	6	27	25	10	5	5.44	5.02	4.84
Response	0	1	0	3	7	17	26	16	6	5.59	5.29	5.15
Overall Rating	0	1	0	1	10	15	29	14	6	5.59	5.33	5.19

Prof. Mountjoy impressed the students by learning many, if not most, of their names. She was very approachable and made a great effort of reaching out to students. Some students thought that she was a poor marker of tests and midterms and that she "underestimated" the students by oversimplifying material. The overall impression here was that of a professor who cares!

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: CIV261F
Instructor: M. W. F. Grabinsky
Enrolled: 90 Total Responses: 62

	Ratings								Averages		
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	5	11	20	20	4	1	4	4.11	5.05	4.90
Clarity	0	4	1	22	17	12	6	0	4	3.81	5.02	4.84
Response	0	0	2	8	22	20	6	4	4	4.52	5.29	5.15
Overall Rating	0	0	3	7	26	20	3	2	4	4.31	5.33	5.19

Course: CIV310F
Instructor: G. T. Will
Enrolled: 79 Total Responses: 57

	Ratings								Averages		
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	11	20	23	6	6.11	5.05	4.90
Clarity	0	0	0	1	3	11	22	20	6	6.00	5.02	4.84
Response	0	0	0	0	5	12	22	18	6	5.93	5.29	5.15
Overall Rating	0	0	0	0	2	11	22	22	6	6.12	5.33	5.19

This prof. has very organized notes and is very methodical in his teaching. He provides solutions to all the problems in the course. He understands students and is a willing listener.

Course: CIV312F
Instructor: Packer

This professor has very organized, overly-detailed notes and provides solutions to problem sets and tests. He hands out assignments and holds tutorials on material he has not yet covered in lectures. He is not very understanding of student problems, but is willing to help students who come to him early enough for explanations.

Course: CIV321F
Instructor: Crawford

The structure of this course seems very organized and the Xeroxed class notes handed out at the beginning of the term are hard to follow. This professor is slack in feedback on assignments, often due to his many other responsibilities. He frequently changes classrooms, class times, or cancels class altogether. On the other hand this professor is the most friendly, and is one of the few professors who truly CARES.

Course: CIV331F
Instructor: Soberman

This professor has a vast knowledge of the subject matter. He teaches concepts through real examples. His expectations of students on quizzes, tests and exams are very reasonable.

Course: CIV339F
Instructor: D. M. Bagley
Enrolled: 89 Total Responses: 44

	Ratings								Averages		
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	1	9	9	9	10	4	5	4.55	5.05	4.90
Clarity	0	2	1	16	12	8	4	1	4	3.89	5.02	4.84
Response	1	1	1	8	14	10	7	2	4	4.40	5.29	5.15
Overall Rating	0	2	0	5	20	12	3	2	4	4.30	5.33	5.19

Prof's lectures were presented in an organized and easily understandable manner. However, test material seemed to be at a "higher level" than was taught in class. In addition, the marking of assignments and tests seemed excessively unforgiving.

Course: CIV416F
Instructor: Pantazopoulou

Unapproachable/intimidating. When approached with a question, she can be very condescending. Material on overheads are not effective, too clustered and poorly organised. She should use more examples and give more work on the blackboard.

Course: CIV420F
Instructor: Shammas-Toma

Approachable, but inexperienced with teaching. Was disorganized and gave an unrepresentative exam. Very little effort made to research and prepare for lectures, and the last half of term was taught by guest lecturers and movies. Experienced within industry; he knew material well, however he was not able to deliver the material to get the point across to the students.

Course: CIV514F
Instructor: Hooton

Very approachable but also very busy/hard to reach. Course material is very relevant to 2nd year. The structure of the lectures were poorly organized, knowledgeable Prof. but sometimes looses the main point. Overall a good professor.

Course: CIV519F
Instructor: Vecchio

Very organised and clear, approachable. Assignments took too long and course work was heavy.

Course: CIV524F
Instructor: Curran

Competent; explanation of technical material (e.g. Equations) are not clear. Visual aids would help students to understand 3-D better.

Course: CIV531F
Instructor: Steaurt

Very approachable. Should organize course more carefully so students see the overall picture.

Course: CIV540F/CIV465F
Instructor: Andrews

(CIV540F for Chems, CIV465F for EngScis) Engineering anecdotes during lectures made them very interesting. Knew material very well. Did not dwell for too long on any particular subject but lectures were fast paced due to the use of overheads.

Course: CIV549F
Instructor: Yiping Guo
Enrolled: 24 Total Responses: 21

	Ratings								Averages		
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	2	8	11	7	6.43	5.05	4.90
Clarity	0	0	0	0	0	3	13	5	6	6.10	5.02	4.84
Response	0	0	0	0	0	3	13	5	6	6.10	5.29	5.15
Overall Rating	0	0	0	0	0	3	12	6	6	6.14	5.33	5.19

Very nice, approachable, lectured at a good pace, always left time for questions.

Course: CIV575F
Instructor: Timusk

Took time to talk to students/approachable. Lectures were poorly structured/lacked focus. Mid-term didn't reflect lecture material and assignments. Answers to questions were vague.

Course: CSC180F
Instructor: R. Hehner
Enrolled: 131 Total Responses: 98

	Ratings								Averages		
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	19	13	17	28	15	5	1	3	3.27	4.88	4.90
Clarity	0	23	13	20	27	12	2	1	3	3.02	4.70	4.84
Response	0	22	11	12	24	17	7	4	4	3.41	5.04	5.15
Overall Rating	0	18	21	17	25	13	1	1	3	3.01	5.19	5.19

Prof. Hehner's lectures were at times entertaining and informative. However, his failure to clarify assignment specifications left many students unsure of what to do. In addition, the required textbook proved useless as it used functions that are not part of the C standard library.

Course: CSC181F
Instructor: Wortman

The enthusiastic Dr. Wortman makes good use of overheads, but his explanations of new programming concepts can be too fast or cryptic at times. Furthermore, better communication with his teaching assistants would avoid confusion about assignment guidelines and other problems.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: CSC326F
Instructor: M. Checkik
Enrolled: 128 Total Responses: 78

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	15	23	15	19	4	2	0	3	2.74	4.42	4.90
Clarity	0	20	23	19	16	0	0	0	2	2.40	4.35	4.84
Response	0	13	13	19	22	6	3	2	3	3.15	4.66	5.15
Overall Rating	0	20	14	24	15	4	1	0	3	2.64	4.59	5.19

Many students felt she was disorganized and had difficulty conveying the key concepts. Project assignments were poorly specified, resulting in last minute changes and their associated problems. However, the class recognizes that this is her first year in teaching and that there is room for improvement.

Course: CSC442F
Instructor: Holt

Entertaining and competent. Assignments took too long (days of work!) based on how much they were worth.

Course: CSC442F
Instructor: Sousa

Professor Sousa demonstrated enthusiasm and interest in the topic being taught and explained key concepts well. However, he was not very organized or prepared for the class.

Course: CSC470F
Instructor: K. Sevcik
Enrolled: 60 Total Responses: 40

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	4	13	11	9	1	5	4.67	4.42	4.90
Clarity	0	1	2	5	10	12	5	4	5	4.56	4.35	4.84
Response	0	0	0	0	5	16	11	7	5	5.51	4.66	5.15
Overall Rating	1	0	0	1	10	13	7	7	5	5.24	4.59	5.19

Very knowledgeable, but lectures were somewhat dry. Labs were very well designed.

Course: ECE212F
Instructor: Cobbold

The class thought that although Prof. Cobbold was very approachable and cared a great deal; he seemed to be confused about the course material at times.

Course: ECE241F
Instructor: J. Rose
Enrolled: 109 Total Responses: 90

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	10	29	28	22	6	5.67	5.09	4.90
Clarity	0	0	0	1	4	23	43	19	6	5.83	5.10	4.84
Response	0	0	0	0	3	22	46	18	6	5.89	5.36	5.15
Overall Rating	0	0	1	0	1	19	42	27	6	6.02	5.38	5.19

Course: ECE241F
Instructor: P. Chow
Enrolled: 111 Total Responses: 83

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	5	15	33	18	9	5	5.09	5.09	4.90
Clarity	0	0	1	4	11	32	24	9	5	5.25	5.10	4.84
Response	0	0	0	1	13	25	27	15	6	5.52	5.36	5.15
Overall Rating	0	0	0	1	9	26	28	17	6	5.63	5.38	5.19

The class generally thought that this was by far the best taught course this semester. Profs. Chow and Rose were both very clear and made it very easy to understand new abstract topics. Both were available for extra help anytime. One suggestion the class made was that there should be a syllabus of the course at the beginning, instead of just before the midterm.

Course: ECE253F
Instructor: Z. Vranesic
Enrolled: 99 Total Responses: 85

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	0	19	35	21	8	5	5.18	5.09	4.90
Clarity	0	0	1	2	16	28	29	8	5	5.26	5.10	4.84
Response	0	0	0	1	8	26	33	17	6	5.67	5.36	5.15
Overall Rating	0	0	0	1	6	25	32	21	6	5.78	5.38	5.19

Course: ECE310F
Instructor: R. Pankaj
Enrolled: 95 Total Responses: 67

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	19	25	16	5	5	5.04	5.09	4.90
Clarity	0	0	0	5	20	29	10	3	5	4.79	5.10	4.84
Response	2	0	0	2	19	21	16	5	5	5.05	5.36	5.15
Overall Rating	0	0	0	3	16	24	19	4	5	5.08	5.38	5.19

Has a tendency to go too fast. He was well organized and gave good lecture notes. He was attentive to class questions. Some students would have preferred less trivial examples (where possible) and more concrete examples showing the relationship between course material and the students' field of study. More marked work (like quizzes) would be preferred.

Course: ECE310F
Instructor: A. N. Venetsanopoulos
Enrolled: 92 Total Responses: 48

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	8	20	13	7	5	5.40	5.09	4.90
Clarity	0	0	0	1	6	19	14	8	5	5.46	5.10	4.84
Response	0	0	0	0	3	20	20	5	6	5.56	5.36	5.15
Overall Rating	0	0	0	0	2	15	21	10	6	5.81	5.38	5.19

He was attentive to class questions. He gave decent examples balancing rudimentary and challenging problems. More marked work (like quizzes) would be preferred by many students.

Course: ECE320F
Instructor: S. Dmitrevsky
Enrolled: 78 Total Responses: 40

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	2	5	4	14	7	5	5	4.63	5.09	4.90
Clarity	0	3	3	3	3	14	10	3	5	4.64	5.10	4.84
Response	2	0	1	4	10	15	7	1	5	4.68	5.36	5.15
Overall Rating	0	2	0	7	4	11	10	6	5	4.90	5.38	5.19

An enthusiastic professor. He was very approachable out of class and willing to help, but intimidating during lectures and tutorials. His class notes were brief and the tutorials were very helpful. He often introduced current applications of the theory. Voted prof. of the year by ELEC 9T8!

Course: ECE330F
Instructor: Herman

Could be more organized. Labs/problem sets were consistently handed out at the last minute. The last and most important part of the course was rushed. His lecture notes were useful, but the overhead was used excessively.

Course: ECE334F
Instructor: Johns

Was very enthusiastic and knowledgeable of the course material. He was easy to approach for help. The textbook used was inadequate—poorly written, not enough representative exercise problems, etc. Students felt that there should have been more practice questions made available.

Course: ECE341F
Instructor: Gulak

He gave a thorough explanation of course material. The examples presented were very helpful. He introduced current research topics and publications. He frequently asked for feedback from the class. The laboratories were excellent sources for "hands-on" experience. Voted prof. of the year by COMP 9T8!

Course: ECE341F
Instructor: C. Lee
Enrolled: 94 Total Responses: 35

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	2	9	12	10	1	5	4.89	5.09	4.90
Clarity	0	1	0	0	7	14	10	3	5	5.14	5.10	4.84
Response	0	0	0	0	6	11	8	10	6	5.63	5.36	5.15
Overall Rating	0	0	1	0	8	11	12	3	5	5.20	5.38	5.19

She would sometimes get too tied up in answering students' questions. She was concerned about the welfare of students and was always willing to help. However, her class notes were not very thorough. The laboratories were excellent sources of "hands-on" experience.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: ECE350F
Instructor: Xu

Professor Xu is very organized and humorous, but went too quickly and lost many people. This is mostly due to the fact that there is simply too much material for a half-course, and most of it tends to be boring.

Course: ECE353F
Instructor: T. Abdelrahman
Enrolled: 45 Total Responses: 40

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	5	15	15	5	5	5.50	5.09	4.90
Clarity	0	0	0	0	4	9	18	9	6	5.80	5.10	4.84
Response	0	0	0	1	1	13	19	6	6	5.70	5.36	5.15
Overall Rating	0	0	0	0	1	10	15	14	6	6.05	5.38	5.19

Professor Abdelrahman is enthusiastic, organized, clear, and amusing. He makes the material seem simple and has a good approach to it; some say he's the best prof they've had yet. He makes himself available for extra help outside of class.

Course: ECE354F
Instructor: Martin

Professor Martin has plenty of hands-on experience and a good grasp of the material; however, his teaching methods are poor. He uses poor examples to illustrate principles, and should work things out on the board so everyone can follow him. His problem solving methods were obscure.

Course: ECE355F
Instructor: Wonham

Professor Wonham has an excellent knowledge of the subject, teaches theory well, and has a friendly attitude. However, he uses far too many abbreviations on the blackboard, and jumps all over it, making it extremely difficult to follow.

Course: ECE410F
Instructor: S. Bortoff
Enrolled: 120 Total Responses: 86

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	0	5	24	31	24	6	5.82	5.09	4.90
Clarity	0	0	1	0	5	27	32	21	6	5.77	5.10	4.84
Response	0	0	0	0	8	17	40	21	6	5.86	5.36	5.15
Overall Rating	0	0	0	1	4	16	33	32	6	6.06	5.38	5.19

Professor Bortoff proved to be extremely competent. He was clear in the explanation of the course material and gave the course excellent structure. His notes were thorough and covered all testable material. He also knew the subject well. However a number of students mentinned that he tended to be arrogant at times and his grading practices were erratic.

Course: ECE413F
Instructor: Iravani

Prof. Iravani engendered a love-hate relationship with his students. On the plus side he explained everything clearly, and introduced several practical applications. He helped the students in any way he could. However he was extremely erratic, almost arbitrary, in his marking scheme. Marks were given out at random without any justification.

Course: ECE416F
Instructor: Sousa

Prof. Sousa inspired reactions ranging from poor to not so bad. He drifted in and out of consciousness during class. He seemed to know his material but couldn't relate the information to the rest of the class. He was a very authoritarian marker. Many students felt they had suffered through a poor learning experience.

Course: ECE424F
Instructor: Iizuka

Prof. Iizuka likes to bombard the class with complex equations which are never used in the end. He is very talented in explaining complex concepts in simplest terms and is an excellent professor. He is always happy to explain extra concepts out of class.

Course: ECE426F
Instructor: Herman

Herman beats you over the head with non-stop derivations and equations. Herman lectures on one simple point for half a class, only to realize he's got 30 pages to cover before the lecture is over. Classes usually run into overtime and tutorials are frequently converted into lectures. He is rarely available outside of class but is generally regarded as a nice guy.

Course: ECE435F
Instructor: Long

Overall, Prof. Long received a bland review from his students. He mumbled at the board a lot but showed a genuine concern in helping his students learn. He could be timid but knew a lot about his subject and was willing to help students outside of class.

Course: ECE443F
Instructor: Brown

Prof. Brown won high praise from all of his students. Explanations were clear and plenty of leeway was given in regards to deadlines. He is a demanding but fair grader.

Course: ECE445F
Instructor: B. Bardakjian
Enrolled: 45 Total Responses: 35

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	4	6	15	7	6	5.62	5.09	4.90
Clarity	0	0	0	1	6	11	12	5	5	5.40	5.10	4.84
Response	0	1	1	4	8	6	8	7	5	4.97	5.36	5.15
Overall Rating	0	0	0	1	4	7	15	8	6	5.71	5.38	5.19

Prof. Bardakjian holds a degree in teaching and it shows. He can be impatient with students who do not grasp course concepts immediately. He also has a very quiet speaking voice, sometimes bordering on inaudible. Most students were enthusiastic about having taken his course.

Course: ECE446F
Instructor: H. Kunov
Enrolled: 18 Total Responses: 14

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	3	6	2	6	5.50	5.09	4.90
Clarity	0	0	0	0	3	3	6	2	6	5.50	5.10	4.84
Response	0	0	0	0	1	2	6	5	6	6.07	5.36	5.15
Overall Rating	0	0	0	0	2	1	5	6	6	6.07	5.38	5.19

All reviews of Prof. Kunov were very positive. He is an energetic lecturer who knows the material. Kunov made himself available for consultation and extra-help. The students felt Kunov made an otherwise obscure course relevant. The only criticism was that he tended to ramble a bit during lectures.

Course: ECE471F
Instructor: Hana Hnik
Enrolled: 15 Total Responses: 12

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	7	2	0	5	4.92	5.09	4.90
Clarity	0	0	0	0	3	3	5	0	5	5.18	5.10	4.84
Response	0	0	0	0	2	6	2	2	5	5.33	5.36	5.15
Overall Rating	0	0	0	0	0	5	5	2	6	5.75	5.38	5.19

Helpful and instructive. This professor's interest in the course material and in the students' learning was evident.

Course: ECE533F
Instructor: Bonert

Prof. Bonert expects a lot from his students and demands dedication to the course material. He is perhaps the most knowledgeable prof in the Power Department. He is willing to help his students and is clear in communicating the course concepts. He was rated highly by his students.

Course: ECE540F
Instructor: T. Mowry
Enrolled: 25 Total Responses: 25

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	6	5	11	3	6	5.44	5.09	4.90
Clarity	0	0	1	2	5	10	5	2	5	4.88	5.10	4.84
Response	0	0	0	1	6	8	7	3	5	5.20	5.36	5.15
Overall Rating	0	0	0	0	5	8	8	4	5	5.44	5.38	5.19

Professor Mowry was very prepared and organized for the class. Lectures proceed in a very logical fashion with a thorough explanation of key concepts.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: ECE557F
Instructor: R. Kwong
Enrolled: 25 Total Responses: 16

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	2	4	6	3	0	5	4.50	5.09	4.90
Clarity	0	0	0	2	4	7	3	0	5	4.69	5.10	4.84
Response	0	0	0	0	2	9	5	0	5	5.19	5.36	5.15
Overall Rating	0	0	0	0	5	5	3	1	5	5.00	5.38	5.19

Course: EDV220F
Instructor: D. M. Bagley
Enrolled: 161 Total Responses: 92

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	5	14	19	31	14	6	3	4	3.71	4.42	4.90
Clarity	0	8	11	17	29	19	6	2	4	3.72	4.35	4.84
Response	5	6	9	11	30	24	3	3	4	3.91	4.66	5.15
Overall Rating	0	9	9	15	23	26	8	1	4	3.84	4.59	5.19

Professor Bagley is difficult to follow in what is an otherwise reasonable course. A major complaint was that he wrote irrelevant topic headers on the black board. Most non-enviro civs failed to see the importance of the course to them and thought the course should not be mandatory.

Course: ENG182F
Instructor: Robert Irish
Enrolled: 246 Total Responses: 112

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	3	7	26	50	15	6	5	4.69	5.00	4.90
Clarity	0	1	0	4	28	38	34	7	5	5.07	5.22	4.84
Response	2	0	1	1	15	43	41	9	5	5.35	5.45	5.15
Overall Rating	0	0	0	3	12	46	36	14	5	5.41	5.49	5.19

Enjoyable, interesting and organized lectures were given by Prof. Irish. Tuesday lectures never had guest speakers as promised, and were just long lunches. Overall, Irish was readily available for discussion, and made this course interesting.

Course: GEO410F
Instructor: D. McLean
Enrolled: 11 Total Responses: 7

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	4	2	1	0	4	4.57	5.17	4.90
Clarity	0	0	0	0	2	4	1	0	5	4.86	5.08	4.84
Response	0	0	0	0	1	4	2	0	5	5.14	5.58	5.15
Overall Rating	0	0	0	0	1	4	1	0	5	5.00	5.55	5.19

Course: GEO450F
Instructor: Larry Smith
Enrolled: 6 Total Responses: 5

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	2	1	2	6	6.00	5.17	4.90
Clarity	0	0	0	0	0	3	2	0	5	5.40	5.08	4.84
Response	0	0	0	0	0	1	2	2	6	6.20	5.58	5.15
Overall Rating	0	0	0	0	0	1	2	2	6	6.20	5.55	5.19

Course: HPS280F
Instructor: Sungook Hong
Enrolled: 96 Total Responses: 53

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	5	16	20	11	1	5	4.75	5.00	4.90
Clarity	0	1	0	4	23	16	9	0	4	4.51	5.22	4.84
Response	2	0	1	4	21	15	9	1	4	4.59	5.45	5.15
Overall Rating	0	0	0	5	22	16	7	2	4	4.60	5.49	5.19

The class generally liked Prof. Hong. He was extremely organized and gave a very complete course outline out every lecture. The class appreciated the fact that they knew exactly what they had to study for tests. Fair marker.

Course: IND 371F
Instructor: Kraats

The concepts were taught clearly, though some explanations were wordy and could have been more brief. The lecture notes were excellent, clear and concise. The examples given in class were very useful.

Course: JTC413F
Instructors: McAndrew and Pangelakis

This very good course was taught by excellent professors. Each lecture is worth attending.

Course: JVM209F
Instructor: D. Perovic
Enrolled: 91 Total Responses: 63

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	4	11	25	8	10	4	4	4.34	4.42	4.90
Clarity	1	2	5	11	17	14	10	2	4	4.21	4.35	4.84
Response	1	1	1	9	16	17	10	7	5	4.72	4.66	5.15
Overall Rating	1	0	2	14	18	12	12	3	4	4.44	4.59	5.19

Students thought Prof. Perovic made a great effort towards making the course interesting for students. Despite the fact the he had good motivation and enthusiasm, many students just found the material uninteresting - even though they realized it was relevant to their career development. Good overhead transparencies.

Course: MAT186F
Instructor: B. Roberts
Enrolled: 96 Total Responses: 33

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	5	17	7	2	5	5.13	4.88	4.90
Clarity	0	0	1	1	7	13	7	3	5	5.03	4.70	4.84
Response	0	0	0	1	2	13	13	4	6	5.52	5.04	5.15
Overall Rating	1	0	0	2	3	12	9	6	5	5.44	5.19	5.19

Very good prof, but occasionally too theoretical. Took up homework questions from the class.

Course: MAT186F
Instructor: Doolittle
Enrolled: 121 Total Responses: 54

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	16	10	11	11	4	1	0	3	2.62	4.88	4.90
Clarity	0	16	7	12	11	6	2	0	3	2.81	4.70	4.84
Response	0	7	4	7	17	10	6	2	4	3.85	5.04	5.15
Overall Rating	0	11	9	16	13	3	2	0	3	2.89	5.19	5.19

Inexperienced, and handled his time poorly. He is friendly and approachable and gave average to hard term tests. He provides minimal examples and talks into the board.

Course: MAT186F
Instructor: D. Burbulla
Enrolled: 92 Total Responses: 89

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	2	18	33	20	14	5	5.22	4.88	4.90
Clarity	0	0	0	1	23	25	27	13	5	5.31	4.70	4.84
Response	1	0	0	4	14	35	25	10	5	5.26	5.04	5.15
Overall Rating	0	0	0	0	9	29	39	12	6	5.61	5.19	5.19

Course: MAT186F
Instructor: Pressnail

Pressnail is very entertaining and comprehensible professor. He uses 3 dimensional examples to help students understand some calculus concepts. Your course will be much more interesting and educational under the instruction of this prof.

Course: MAT188F
Instructor: D. Burbulla
Enrolled: 89 Total Responses: 57

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	1	2	12	14	17	10	5	5.25	4.88	4.90
Clarity	1	1	3	4	6	20	13	9	5	5.07	4.70	4.84
Response	0	1	1	2	9	20	15	9	5	5.23	5.04	5.15
Overall Rating	0	1	2	1	7	11	19	15	6	5.54	5.19	5.19

He is a clear and excellent prof. He gives good examples. However, time spent on Mathematica and Maple was wasted. As well, he moved too quickly through some concepts.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: MAT188F
Instructor: Botta

Less theoretical principles with more concrete examples are needed. Frequent blackboard errors made following computations difficult at times. Answered questions well.

Course: MAT188F
Instructor: Cluett

Sort of monotone, but very clear in his explanations., He writes EVERYTHING ON THE BOARD LIKE THIS. He is approachable and uses good examples. Decent term tests were given.

Course: MAT194F
Instructor: S. H. Smith
Enrolled: 90 Total Responses: 75

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	20	20	25	9	5	5.31	4.88	4.90
Clarity	0	2	0	8	28	18	17	1	4	4.55	4.70	4.84
Response	0	1	1	1	18	25	21	8	5	5.13	5.04	5.15
Overall Rating	0	0	1	3	11	24	26	10	5	5.35	5.19	5.19

Prof. Smith was an outstanding lecturer. His lectures complemented the textbook, providing examples that extended concepts and challenged his students to think. The weekly tutorials were a great aid in understanding the course material. Occasionally Prof. Smith is known to skip steps in his examples.

Course: MAT194F
Instructor: P. C. Stangeby
Enrolled: 96 Total Responses: 66

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	1	15	17	9	22	0	4	4.51	4.88	4.90
Clarity	0	0	0	8	22	12	19	3	5	4.80	4.70	4.84
Response	0	0	0	1	9	14	31	10	6	5.62	5.04	5.15
Overall Rating	0	0	0	1	10	17	27	9	6	5.52	5.19	5.19

Course: MAT196F
Instructor: Bendzsak

Professor Bendzsak has a great knowledge of the course material but tends to get lost in his passion for it. This occasionally leads to careless board work. However, his approachability and knowledge are much appreciated.

Course: MAT196F
Instructor: R. Kwong
Enrolled: 64 Total Responses: 51

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	6	11	17	11	4	5	4.80	4.88	4.90
Clarity	0	2	2	3	16	12	11	4	5	4.66	4.70	4.84
Response	0	0	0	3	12	12	19	5	5	5.22	5.04	5.15
Overall Rating	0	0	1	3	8	17	13	9	5	5.27	5.19	5.19

Prof Kwong really knows his stuff. He has a good speaking voice and can explain complicated subjects clearly.

Course: MAT196F
Instructor: A. Nabutovsky

The class thought this prof. was at best average. He teaches too fast and doesn't make you feel welcome in class. However, he really knows the subject material.

Course: MAT198F
Instructor: W. Cluett
Enrolled: 78 Total Responses: 52

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	8	17	15	11	5	5.52	4.88	4.90
Clarity	0	0	0	5	6	16	20	5	5	5.27	4.70	4.84
Response	0	0	0	0	13	14	17	8	5	5.38	5.04	5.15
Overall Rating	0	0	0	0	7	17	20	8	6	5.56	5.19	5.19

Professor Cluett's clear and informative method of explanation is very helpful. Course material is presented in a good manner, however some diversity from the textbook could prove to be beneficial.

Course: MAT198F
Instructor: Potapchika

Although Prof. Potapchika knows the material, he cannot teach in an organized style to new students. It seems that he is sometimes not in touch with the needs of the students.

Course: MAT280F
Instructor: M. A. Akcoglu
Enrolled: 42 Total Responses: 19

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	2	7	7	2	5	5.37	4.42	4.90
Clarity	0	0	0	3	2	7	7	0	5	4.95	4.35	4.84
Response	0	0	0	1	0	3	9	6	6	6.00	4.66	5.15
Overall Rating	0	0	0	1	2	4	9	3	6	5.58	4.59	5.19

Dr. Ackoglu uses many examples to clarify theory taught in class, and the examples used cover a wide variety of possible problems. Theory is made a little too difficult to understand, but Dr. Ackoglu is easily approached for questions and willing to discuss course material on his own time

Course: MAT290F
Instructor: B. Francis
Enrolled: 117 Total Responses: 89

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	7	18	28	27	8	5	5.09	4.42	4.90
Clarity	0	0	2	8	16	31	19	13	5	5.08	4.35	4.84
Response	0	2	0	2	14	39	22	10	5	5.18	4.66	5.15
Overall Rating	0	0	1	2	16	33	26	10	5	5.26	4.59	5.19

The half of the class that had Prof. Francis felt that he was an excellent professor. He explained topics very thoroughly and answered questions concisely. The class felt that his course webpage was extremely helpful and recommends that all professors take this direction.

Course: MAT389F
Instructor: S. H. Smith
Enrolled: 60 Total Responses: 30

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	11	13	5	6	5.73	4.42	4.90
Clarity	0	0	0	1	2	12	11	4	5	5.50	4.35	4.84
Response	0	0	0	1	1	14	12	2	5	5.43	4.66	5.15
Overall Rating	0	0	0	0	1	5	15	9	6	6.07	4.59	5.19

Professor Smith knows the subject very well and is a good teacher. The only criticisms are he writes and talks too quickly, and his exams and test are difficult.

Course: MIE210F
Instructor: Ward

Explains theoretical concepts well. Very thorough notes. Unfortunately, subject matter in lectures does not always correspond to textbook. Assigned problems from textbook do not reflect questions on quizzes and midterms. Perhaps this is good preparation for the real world, but not suitable for undergraduate teaching.

Course: MIE230F
Instructor: M. Thomson
Enrolled: 169 Total Responses: 86

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	5	31	33	16	6	5.67	4.94	4.90
Clarity	0	0	0	3	19	28	30	6	5	5.20	4.87	4.84
Response	0	0	0	0	5	25	37	19	6	5.81	5.09	5.15
Overall Rating	0	0	0	0	6	31	37	12	6	5.64	5.13	5.19

Organized and dedicated to improving his teaching methods based on our feedback (he did a survey!) Good mixture of overheads and blackboard use. A little nervous (first time professor) but improved during semester.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: MIE231F
Instructor: B. R. K. Kashyap
Enrolled: 168 Total Responses: 88

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	31	14	22	15	5	0	0	2	2.41	4.94	4.90
Clarity	0	23	20	19	18	6	2	0	3	2.66	4.87	4.84
Response	0	18	14	16	23	13	4	0	3	3.13	5.09	5.15
Overall Rating	0	16	15	19	24	10	3	0	3	3.07	5.13	5.19

Knows the subject well. Unfortunately, is not able to communicate effectively to class due to lack of organization with notes and course outline. Temporary professor.

Course: MIE240F
Instructor: K. J. Vicente
Enrolled: 154 Total Responses: 130

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	14	41	49	25	6	5.64	4.94	4.90
Clarity	0	0	0	1	10	32	51	36	6	5.85	4.87	4.84
Response	0	0	2	5	13	30	60	20	6	5.55	5.09	5.15
Overall Rating	0	1	0	1	6	28	55	38	6	5.92	5.13	5.19

Don't fall asleep in class; he'll wake you up. Entertaining and approachable. Able to show how relevant course is to engineering. Don't make "smart" remarks — he'll shoot you down. Overall, excellent professor.

Course: MIE240F
Instructors: Thorpe, Steven, and North

Thorpe was a very effective lecturer and was very organized. North was very enthusiastic. Both incorporated practical applications of course content in lectures, and even had guest speakers from industry. Having two professors was confusing since we had to adjust to different lecture styles. North sometimes lacked direction.

Course: MIE270F
Instructor: M. R. Loewen
Enrolled: 108 Total Responses: 71

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	11	14	29	10	4	5	4.66	4.94	4.90
Clarity	0	1	4	5	23	23	12	3	5	4.56	4.87	4.84
Response	0	0	2	8	13	19	19	9	5	5.03	5.09	5.15
Overall Rating	0	0	0	4	16	23	22	4	5	5.09	5.13	5.19

Student opinion was varied, although most agreed he was an average teacher at best. He did not come across as personable, was poor at communicating ideas, and sometimes seemed unprepared or unsure of himself. However, examples of problems were great, and real-life applications of fluid mechanics were well described in this course.

Course: MIE301F
Instructor: Van de Vegte

Professor Van de Vegte is very organized and gives very detailed explanations, on the blackboard or otherwise. The subject tends to get dull, though he does bring in interesting mechanisms to show the class to liven it up a bit.

Course: MIE302F
Instructor: Cleghorn

Prof. Cleghorn presented the course material in a well organized and clear manner and was always available for individual consultation. Labs provided a strong visual representation of the course material.

Course: MIE312F
Instructor: James

Prof. James is excellent in explaining the fundamentals of fluids. His lectures were attended by approximately 90% of the class. Lectures made the textbook seem very complicated and should be attended consistently.

Course: MIE320F
Instructor: J.K. Spelt
Enrolled: 92 Total Responses: 38

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	11	14	29	10	4	5	4.66	4.94	4.90
Clarity	0	1	4	5	23	23	12	3	5	4.56	4.87	4.84
Response	0	0	2	8	13	19	19	9	5	5.03	5.09	5.15
Overall Rating	0	0	0	4	16	23	22	4	5	5.09	5.13	5.19

Prof. Spelt presented material in a clear and well organized manner with a good use of examples to help illustrate concepts. The majority of this class found the CAD component very practical.

Course: MIE358F
Instructor: B. Bertrand
Enrolled: 46 Total Responses: 33

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	0	10	13	8	0	5	4.76	4.94	4.90
Clarity	0	0	0	2	6	10	15	0	5	5.15	4.87	4.84
Response	0	0	0	1	6	10	13	3	5	5.33	5.09	5.15
Overall Rating	0	0	0	1	5	16	11	0	5	5.12	5.13	5.19

Course: MIE360F
Instructor: M. Sinclair
Enrolled: 47 Total Responses: 34

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	1	0	0	0	3	10	14	6	6	5.70	4.94	4.90
Clarity	0	0	0	0	4	9	20	1	6	5.53	4.87	4.84
Response	0	0	0	0	5	1	15	13	6	6.06	5.09	5.15
Overall Rating	0	0	0	1	3	2	18	10	6	5.97	5.13	5.19

Course: MIE371F
Instructor: Fenton

Prof. Fenton relied heavily on overheads to teach this course. This was a problem as the overheads became increasingly difficult to see because of the poor audio visual equipment in the lecture room. This significantly reduced the value of the lectures.

Course: MIE372F
Instructor: C.B. Park
Enrolled: 24 Total Responses: 13

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	2	4	6	6	6.15	4.94	4.90
Clarity	0	0	0	0	1	2	4	6	6	6.15	4.87	4.84
Response	0	0	0	0	0	4	2	7	7	6.23	5.09	5.15
Overall Rating	0	0	0	0	0	0	5	8	7	6.62	5.13	5.19

Professor Park is an excellent, supportive, enthusiastic, and well organized prof. He gives a "big picture" view and doesn't just cram formulae into students' heads. Concepts are explained clearly, using many examples, and work is graded fairly.

Course: MIE373F
Instructor: Meguid

Professor Meguid has a good knowledge of the course material, is well organized, and works hard to ensure only useful material is presented. Often he brings components to class to help illustrate modern problems. He writes too quickly, and leaves little time for questions in his lectures.

Course: MIE404F
Instructor: Mills

An good lecturer with excellent understanding of topics. He maintains a responsible yet less formal teaching environment. Unfortunately his availability and willingness to address out of the classroom concerns was very difficult to work with.

Course: MIE414F
Instructor: James

A hard working and concerned lecturer who understands and conveys the course material very well. His teaching style is very strict but he freely entertains questions at any time. The quality and fairness of his tests and exams poorly measure course material comprehension and give no useful feedback to students as to how they are doing in the course.

SPECIAL REPORT

PROFESSOR EVALUATIONS

Course: MIE446F
Instructor: Shu

A fair lecturer with good understanding of course material, however seems to lack teaching experience. She could include more real world examples as well as controlling the pace of lectures. Testing and exams were fairly written and administered.

Course: MIE466F
Instructor: M.W. Carter
Enrolled: 57 Total Responses: 35

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	0	4	17	10	2	5	5.21	4.94	4.90
Clarity	0	0	0	0	1	15	15	4	6	5.63	4.87	4.84
Response	0	0	0	0	2	7	19	7	6	5.89	5.09	5.15
Overall Rating	0	0	0	0	1	11	16	6	6	5.79	5.13	5.19

Knowledgeable and friendly instructor who made the course interesting and inspiring through the use of examples and personal anecdotes.

Course: MIE519F
Instructor: M.F. Lightstone
Enrolled: 7 Total Responses: 7

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	1	1	5	7	6.57	4.94	4.90
Clarity	0	0	0	0	1	0	4	2	6	6.00	4.87	4.84
Response	0	0	0	0	0	1	2	4	7	6.43	5.09	5.15
Overall Rating	0	0	0	0	0	1	1	5	7	6.57	5.13	5.19

Course: MMS207F
Instructor: D. Perovic
Enrolled: 31 Total Responses: 20

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	2	3	7	5	1	0	4	3.70	4.90	4.90
Clarity	0	0	0	4	2	10	4	0	5	4.70	4.94	4.84
Response	0	0	0	0	1	9	6	4	5	5.65	5.41	5.15
Overall Rating	0	0	0	1	5	7	6	1	5	5.05	5.30	5.19

Course: MMS270F
Instructor: S. Thorpe
Enrolled: 168 Total Responses: 80

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	1	10	29	31	6	5	5.36	4.90	4.90
Clarity	0	1	0	3	8	26	28	13	6	5.46	4.94	4.84
Response	0	0	0	0	10	18	39	12	6	5.67	5.41	5.15
Overall Rating	0	0	0	1	6	23	39	10	6	5.65	5.30	5.19

Course: MMS313F
Instructor: Sommerville

A well-liked, respectable professor, Sommerville is always willing to take the time to help students. His generosity is immeasurable. The problem sets were very helpful in that they kept students up to date on work. However for the future, more numerical examples need to be covered in the lectures in order for problem sets to be fully understood.

Course: MMS313F
Instructor: Utigard

Overall the class felt Professor Utigard was a very good lecturer and very thorough in his delivery of material. Sometimes material was difficult to follow. The class also had difficulty with his problem sets-they were just too long and difficult.

Course: MMS314F
Instructor: Argyropoulos

Professor Argyropoulos' teaching style was quite unique. By taking things slowly in lectures, it enabled students to understand concepts. He was always willing to help students in and out of class. However, there are times when students have problems with the marking of assignments and tests and we would like him to improve in this area.

Course: MMS315F
Instructor: S. J. Thorpe
Enrolled: 22 Total Responses: 18

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	5	11	2	6	5.83	4.90	4.90
Clarity	0	0	1	0	0	7	9	1	6	5.44	4.94	4.84
Response	0	0	0	0	1	2	14	1	6	5.83	5.41	5.15
Overall Rating	0	0	0	0	0	2	13	3	6	6.06	5.30	5.19

Professor Thorpe's course was very informative, interesting, and memorable. His lectures were well organized and a clear guideline was followed throughout. He is a very good at relating material to students. However, his pace was particularly fast at times, with overheads making the course a challenge.

Course: MMS316F
Instructor: Wang

A delightful professor - in short, professor Wang's lectures were easy to follow and understand and the use of real-life examples to help explain or convey concepts about the course were magnificent. His willingness to help students with questions should not go unnoticed. He is a good listener, and shows us respect.

Course: MMS401F
Instructor: North

A superb course taught by a good instructor who will make you laugh. You will stop laughing during the midterm or exam.

Course: MMS402F
Instructor: Argyropoulos

Professor Argyropoulos is an expert and presents the material in a very organized and thorough manner. Labs are lots of fun and tutorials are very useful.

Course: MMS420F
Instructor: R. M. Pilliar
Enrolled: 11 Total Responses: 6

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	3	2	0	5	5.17	4.90	4.90
Clarity	0	0	0	0	1	4	0	1	5	5.17	4.94	4.84
Response	0	0	0	0	1	4	1	0	5	5.00	5.41	5.15
Overall Rating	0	0	0	0	1	4	1	0	5	5.00	5.30	5.19

Course: PHY180F
Instructor: D. J. Rowe
Enrolled: 98 Total Responses: 62

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	5	18	20	12	6	5	4.87	4.88	4.90
Clarity	0	1	1	11	19	20	8	1	4	4.38	4.70	4.84
Response	0	0	0	6	12	21	19	4	5	5.05	5.04	5.15
Overall Rating	0	0	2	1	7	28	18	5	5	5.21	5.19	5.19

Dr. Rowe uses overheads and live demonstrations quite effectively. However, his blackboard logic is sometimes difficult to follow due to "missing steps." It is fortunate that Dr. Rowe is eager to explain concepts between classes.

Course: PHY280F
Instructor: B. Statt
Enrolled: 98 Total Responses: 73

	Ratings								Averages			
	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	5	8	17	25	12	5	0	4	3.64	4.42	4.90
Clarity	0	8	14	20	19	9	1	0	3	3.14	4.35	4.84
Response	0	4	4	8	26	20	7	3	4	4.21	4.66	5.15
Overall Rating	0	3	8	14	30	8	9	0	4	3.82	4.59	5.19

IMPORTANT CANNON DATES!

Article Deadline: February 14th (♥ Valentine's Day)
Writer's Meeting: February 6th, 5:00 pm, Eng Com (SFB670)
Layout Meeting: February 13th, 5:00 pm, Eng Com (SFB670)

The next Cannon will be available **February 25th.**

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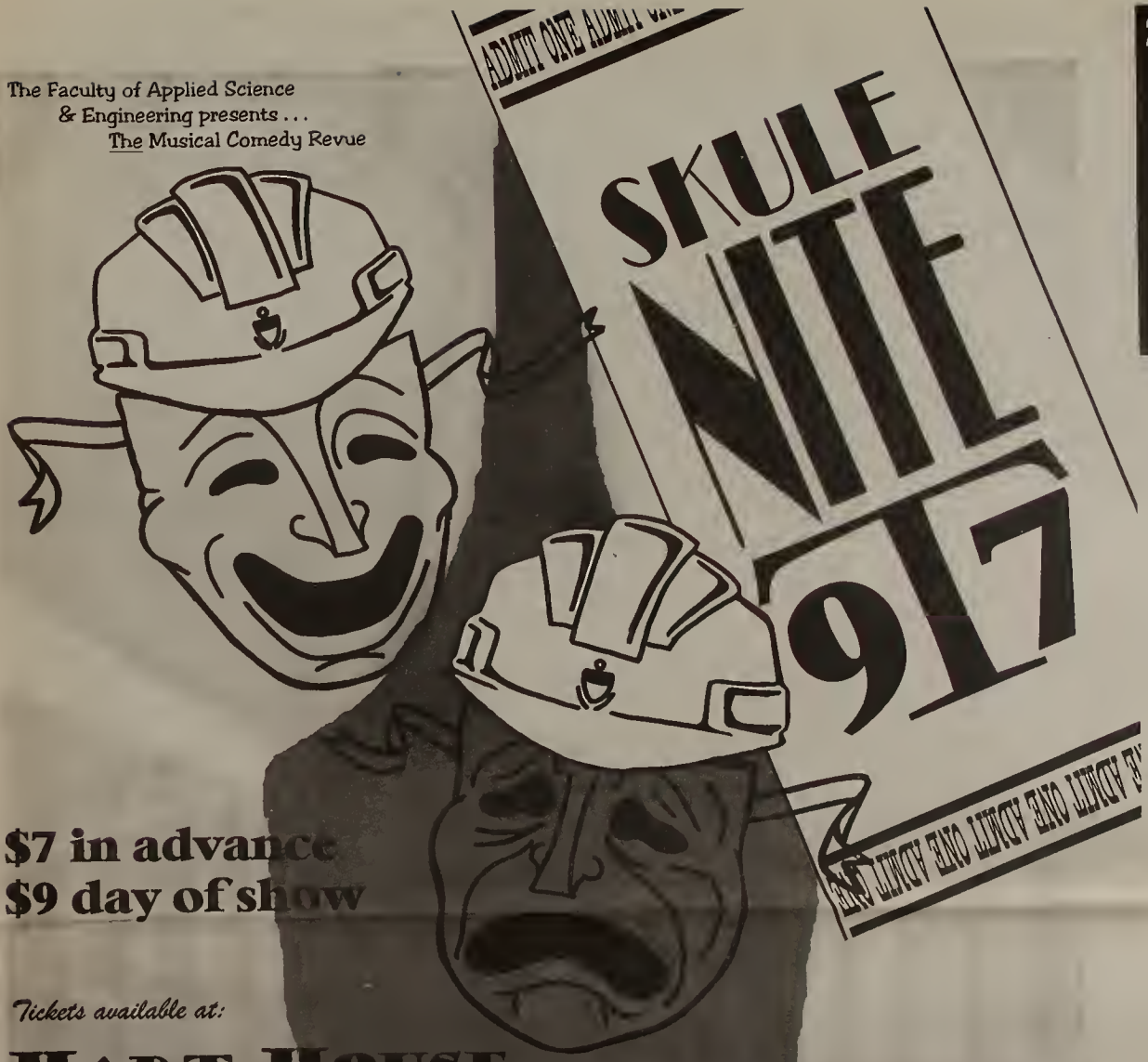

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Hey F!rosh!

If you bought a F!rosh kit, you've already bought a ticket. Keep an eye out for info on getting your ticket.

Cannon Poll Questions

Do you know who the Engineering Liaison Coordinator is and what he does?

yes ☐ no ☐

Do you think the penalties for cheating should be increased?

yes ☐ no ☐

Do you like the prof evaluations?

yes ☐ no ☐

PLEASE DETACH AND LEAVE IN THE CANNON MAILBOX IN ENG SOC OR E-MAIL RESPONSE TO CANNON@SKULE.CA

Results to Last Issue's Cannon Poll

Are your T.A.'s as helpful as you would like them to be?

Based on 68 responses

Did Godiva Week meet your expectations?

Based on 68 responses

The Sports Box

Upcoming Tourneys

Men's

Feb 7-8 Tennis Doubles
Mar 16 Badminton Doubles

Women's

Feb 7-8 Tennis Doubles
Mar 16 Badminton Doubles

Co-Ed

Mar 2 Broomball
Mar 8 Tennis Doubles
Mar 14 Badminton Doubles

Co-Ed Intramural Innertube Waterpolo

Feb 10	8:20	Pharmacy B vs. Skule A
	9:10	Innis vs. Skule B
Feb 24	8:20	Skule A vs. Innis
Feb 26	8:20	IMS vs. Skule B
Mar 3	7:40	Medical Biophysics vs. Skule A
Mar 5	7:00	Zoology vs. Skule B

Div II Ice Hockey

Feb 9	7:00	PHE Tards vs. Skule B
Mar 4	8:00	Phamacy vs. Skule B
Mar 5	9:00	Skule B vs. Erindale B

Men's Div II Basketball

Feb 10	7:00
Feb 24	7:00
Mar 3	7:00

Men's Div III Basketball

Feb 5	8:00
Feb 12	7:00
Feb 26	7:00
Mar 5	7:00

Men's Intramural Indoor Soccer

Feb 10	8:00	Skule vs. SMC
Feb 12	9:00	Scarborough vs. Skule
Feb 25	9:00	Erindale vs. Skule
Mar 9	9:00	Skule vs. Meds

NOTICE OF ELECTIONS AND REFERENDUM

Referendum for Engineering Employment Liaison and Engineering Society Elections for the 1997 - 1998 term of office for the following Engineering Society positions will take place on:

Thursday March 6th, 1997 and Friday March 7th, 1997

President
Vice-President: External
Vice-President: Finance
Vice-President: Activities
Vice-President:Internal
Engineering Athletic Association President

Nominations shall open at 9am on Monday February 10th, 1997 and close at noon on Friday February 28th, 1997.

Nomination forms may be obtained from Julie in the Engineering Society Office, SF B670 on or after February 10th. More election details in the next issue of The Cannon.